


4th Semester

Site Planning

	SEMESTER LEARNING PLAN				
	DEPARTMENT: URBAN AND REGIONAL PLANNING				
	FACULTY: CIVIL, PLANNING, AND EARTH				
COURSES NAME	SITE PLANNING				
COURSES CODE	DK184401				
SEMESTER	IV				
CREDITS	3/ 4,80				
LECTURER	Ardy Maulidy Navastara, ST., MT				
	Mochamad Yusuf, ST., MSc				
	Surya Hadi Kusuma, ST., MT				
	BK23	BK24	BK25	BK26	BK27
COURSE MATERIAL	Concepts and theories of site planning	Procedures and approaches of site planning	Analysis methods of site planning	fabricating scenario of site planning	creating prescription of site planning
PROGRAM LEARNING OUTCOME (PLO)					
SPECIFIC KNOWLEDGE	1.1	Able to understand and apply the theoretical concept of urban and regional planning in the aspects of urban studies, regional studies, spatial science, data science & computer application, socio-political, environmental management, built environment design, infrastructure and transportation system, coastal studies, management, economics			
	1.2	Able to apply the techniques and processes of urban and regional planning in qualitative, quantitative, spatial modeling (geographic information systems) and presentation techniques			
	1.3	Able to apply the methods of spatial planning/aspatial in decision making			
COURSE LEARNING OUTCOME (CLO)					
SPECIFIC KNOWLEDGE	Students are able to understand the principals of site planing in urban and regional planning context				
	Students are able to put into practice site analysis methods in urban and regional land development				

	Students are able to apply urban study, spatial science, computer application, environmental management and infrastructure system in site planning											
	Students are able to comprehend the site problem through field observation											
	Students are able to manage physical, environmental, and social data using ICT											
	Students are able to analyze spatial characteristic in site planning context											
	Students are able to formulate concept and direction of site planning											
MAP OF PLO-CLO	CLO	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11
	CPMK-1. Able to understand the principles of site planning in regional and urban planning	1										
	CPMK-2. Able to apply site analysis techniques in land, area, and urban development	1										
	CPMK-3. Able to apply aspects of urban studies, spatial science, computer application, environmental management and infrastructure systems in site planning	1										
	CPMK-4. Able to understand problems on the site through field observation						1					
	CPMK-5. Able to manage physical, environmental and social data by utilizing ICT						1					
	CPMK-6. Able to analyze the characteristics of the crowd in the scope of the site						1					
	CPMK-7. Able to formulate the concept and direction of the site plan				1							
SUBJECT												
Planning and designing site area process			urban design theory and concept					urban design approach and procedure				

Geographic, topographic, and hidrologic aspect	urban design approach and procedure	
spatial organization and spatial aestheticsaspects	urban design approach and procedure	
functional and ecological land use and land utilization aspect (including transportation and infrastructure aspect effect)	urban design approach and procedure	
Site analysis	urban design analysis method	formulating urban design scenario
determining the built area in site planning area	formulating urban design scenario	
Preparation for site planning data	formulating urban design scenario	
Formulation site planning area existingcondition	formulating urban design scenario	
site planning analysis	urban design analysis method	formulating urban design scenario
formulating concept and planning of the site	formulating urban design scenario	formulating urban design prescription

SITE PLANNING COURSE LEARNING PLAN
EVEN SEMESTER OF ACADEMIC YEAR 2021–2022

week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method week 1-7	Course Duration (minutes)	Modes of Delivery (presentation, discussion, quiz, practice)	Grading policy	assessment weight (%)
1	2	3	4	5	6	7	8	9	10	11
1	students are able to understand underlying principal of site planning in urban and regional planning context	students are able to comprehend site planning process and designing a site	Site planning process	Students understand course syllabus and evaluation policy	Explaining course syllabus and evaluation policy	M1	60	Face to face lecture		
				students are able to understand scope and process of the site planning course	Explaining scope and process of site planning course	M1	60	Face to face lecture		
				students are able to comprehend issues and problem	Introducing issues and problems related to site	M1	360	assignment and discussion	Theory comprehension and involvement in discussion	5

week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method week 1-7	Course Duration (minutes)	Modes of Delivery (presentation, discussion, quiz, practice)	Grading policy	assessment weight (%)
1	2	3	4	5	6	7	8	9	10	11
				related to site planning	planning					
2	iden			studentns are able to comprehend process of planning and designing a site	Planning and designing process	M1	60	Face to face lecture		
				students are able to understand site planning model	Introducing site planning model	M1, M3	420	assignment and discussion		
3	Students are able to apply urban studies, spatial science, computer application, environmental management, and infrastructure system aspects in site planning	Students are able to comprehend geographic, topographic, and hidrologic orientation in site planning	geographic, topographic, and hidrologic orientation in site planning	students can comprehend site planning method based on the living environment	Living environment based site planning	M1	60	Face to face lecture		

week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method week 1-7	Course Duration (minutes)	Modes of Delivery (presentation, discussion, quiz, practice)	Grading policy	assessment weight (%)
1	2	3	4	5	6	7	8	9	10	11
				Student understands issues and problems of sustainability in site planning	introducing issues and problems of sustainability in site planning	M1, M3	420	assignment and discussion	Theory comprehension and involvement in discussion	5
4	idem	students are able to understand spatial organization and spatial aesthetics in site planning	spatial organization and spatial aesthetic	students are able to understand spatial organization	spatial organization aspect	M1	60	Face to face lecture		
				Students are able to understand cases related to spatial optimization and organization	exploring cases related to spatial optimization and organization	M1, M3	420	assignment and discussion		
5	idem	students are	functional	Students are	land use	M1	60	Face to face		

week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method week 1-7	Course Duration (minutes)	Modes of Delivery (presentation, discussion, quiz, practice)	Grading policy	assessment weight (%)
1	2	3	4	5	6	7	8	9	10	11
		able to comprehend land use and land utilization in functional and environmental context of site planning	and ecological land use and land utilization aspect (including transportation and infrastructure aspect effect)	able to understand land use aspect	aspect			lecture		
				students are able to understand problem related to land use aspect	introduction of problems related to land use aspect	M1, M3	420	assignment and discussion	Theory comprehension and involvement in discussion	5
6	idem			students are able to understand	land use management	M1	60	Face to face lecture		

week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method week 1-7	Course Duration (minutes)	Modes of Delivery (presentation, discussion, quiz, practice)	Grading policy	assessment weight (%)
1	2	3	4	5	6	7	8	9	10	11
				land use management methods						
				student are able to do land use management method independently	land use management practice	M1, M2, M3	60	practicum		
				student are able to do land use management method independently	independent land use management practice	M1, M2, M3	360	assignment and discussion		
7	Students are able to apply site planning methods in urban and regional land development context	students are able to practice site analysis	practising site analysis	students understand site planning analysis methods	site analysis	M1	60	Face to face lecture		

week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method week 1-7	Course Duration (minutes)	Modes of Delivery (presentation, discussion, quiz, practice)	Grading policy	assessment weight (%)
1	2	3	4	5	6	7	8	9	10	11
				students understands process of site planning	site analysis practicum	M1, M2, M3	60	practicum		
				students able to do site planning analysis independently	site analysis practicum	M1, M2, M3	360	assignment and discussion		
8	idem	students are able to comprehend the aspects of determining the placement of buildings on the site	determining the placement of building on site	students understands process of determining placement of building in site planning	determining placement of building	M1	60	Face to face lecture		
				students understands placement of	determining issues in site planning	M1, M3	420	assignment and discussion	Theory comprehension and	5

week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method week 1-7	Course Duration (minutes)	Modes of Delivery (presentation, discussion, quiz, practice)	Grading policy	assessment weight (%)
1	2	3	4	5	6	7	8	9	10	11
				building issues in site planning context	context				involvement in discussion	
9	Students are able to manage physical, environmental, and social data using ICT	students are able to formulate site planning	compiling site area data	Students understands course material from week 1-8	midterm exam		120	evaluation		
				students able to compile physical, environmental, and social data for site planning	acquiring and compiling physical, environmental, and social data	M1, M6	480	assignment and discussion		
				students able to present the compiled physical,	assistance for the data	M1, M6	60	discussion	Theory comprehension and involvement in discussion	30

week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method week 1-7	Course Duration (minutes)	Modes of Delivery (presentation, discussion, quiz, practice)	Grading policy	assessment weight (%)
1	2	3	4	5	6	7	8	9	10	11
				environmental, and social data						
10	Students are able to comprehend site planning problems through field observation	Students are able to formulate site existing condition	Formulation site planning area existing condition	students able to present progress of the site plan	assistance and discussion for the assignment	M1, M4, M6	60	discussion		
				students able to present their assignment for site planning	identification of the site planning existing condition	M1, M6	420	assignment and discussion	Theory comprehension and involvement in discussion	5
11	Students are able to analyze spatial characteristic in site planning context	Students are able to make site analysis	site planning analysis	students able to present their progress site planning assignment	assistance and discussion for the assignment	M1, M4, M6	60	discussion		
				students able to present their analysis result	assistance and discussion for the	M1, M6	420	assignment and discussion	Theory comprehension and	5

week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method week 1-7	Course Duration (minutes)	Modes of Delivery (presentation, discussion, quiz, practice)	Grading policy	assessment weight (%)
1	2	3	4	5	6	7	8	9	10	11
				of site planning assignment	assignment				involvement in discussion	
12	Students are able to formulate concept and direction of site planning	Students are able to formulate concept of the site plan	formulating concept and planning of the site	students able to present their progress site planning assignment	assistance and discussion for the assignment	M1, M4, M6	60	discussion		
				students able to present their progress site planning concept	site planning concept	M1, M6	420	assignment and discussion	Theory comprehension and involvement in discussion	5
13	idem			students able to present their site planning concept progress	presenting assignment progress	M1, M4, M6	180	discussion	Theory comprehension and involvement in discussion	5
14	idem			Student able to make the site planning model	making site planning model	M1, M4, M6	420	assignment and discussion		

week	Learning Outcome	Module Learning Outcome	Module	Learning outcome from weekly material	Scope	Learning Method week 1-7	Course Duration (minutes)	Modes of Delivery (presentation, discussion, quiz, practice)	Grading policy	assessment weight (%)
1	2	3	4	5	6	7	8	9	10	11
				Student able to make the site planning model progress	supervision	M1, M6	120	discussion		
15	idem			students able to make site planning model	making site planning model	M1, M4, M6	420	assignment and discussion		
				students able to present their progress on making the site planning model	supervision	M1, M6	120	discussion		
16	idem			Students' site planning model exhibition	site planning model exhibition	M1, M6	480	Presentation and exhibition	mockup quality	30

SITE PLANNING (DK184401) 3 Sks

1. Evaluation 1: Mid Semester Test (30%)
2. Evaluation 2: Presentation of Progress Final Project Phase I-II (10%)
3. Evaluation 3: Presentation of Progress Final Project Phase III-IV (10%)
4. Evaluation 4: Presentation of Progress Final Project Phase V (10%)
5. Evaluation 5: Exhibition (40%)

EVALUATION 1

MID-TERM EXAMINATION

Course Name	Site Planning
CREDIT	3 Credit
Modul n (Subject)	<ul style="list-style-type: none"> - Regional site planning and design process - Aspects of geographical, topographic and hydrological orientation - Organizational aspects and space aesthetics - Functional and ecological aspects of land use and utilization (including the influence of transportation, utilities / infrastructure) - Determination of building placement in the area footprint - Preparation of regional site data - Formulation of existing conditions in the area site - Regional site analysis
Module learning objectives	<ul style="list-style-type: none"> - Students are able to understand the principles of Site Planning in regional and urban planning - Students are able to apply site analysis techniques in land, regional and urban development - Students are able to apply urban studies aspects, spatial science, computer application, environmental management and infrastructure systems in Site Planning - Students are able to understand the problems on the site through field observations - Students are able to manage physical, environmental and social data by utilizing ICT - Students are able to analyze spatial characteristics within the site
Evaluation Learning Objectives	<ol style="list-style-type: none"> 1. Provide understanding and understanding of the site planning and design process for PWK students. 2. Studying the method of determining building mass placement in the area footprint in relation to organizational aspects and aesthetic space, both functionally and visually; functional and ecological use and use of land; and geographical, topographic and hydrological orientation

Depth of evaluation	C1 (identifying, mentioning, showing) C2 (explain, describe, formulate) C3 (connecting, generating, showing) C4 (comparing, making diagrams, contrasting) C5 (concluding, criticizing, arguing)
Task Detail	Enclosed below regarding task descriptions and assessment criteria

CRITERIA FOR EVALUATING EXAMINATIONS / INDIVIDUAL QUIZZES

Type of Individual Exam Questions / Quiz

Essay question	Very Good 86-100	Good 76-85	Average 66-75	Bad 56-65	Very Bad 0-55
Complete	All keywords are answered with the right explanation with clear paths accompanied by examples	All keywords are answered with the right explanation but the plot is not clear	The keywords are partially answered with the right explanation without flow	Keywords are less precise, explanations that are less precise and without flow	There are no keywords and explanations
Creativity	Creativity of the answers are high and very precise	Creativity of the answers are high but not right	Low and inaccurate creativity	The answer is too general	The answer is too general and not right

Type of Individual Exam Questions / Quiz

Intermediate	
Applying	Analyzing
Demonstrate	Separating Connecting
Calculate	Choose Compare
Connect	Make a diagram / scheme
Prove	Show relationship
Produce Show	
Complete	
Provide Find	

EVALUATION 2

PRESENTATION OF FINAL PROJECT PROGRESS PHASE I-II

Course Name	Site Planning
CREDIT	3 Credit
Modul n (Subject)	<ul style="list-style-type: none">- Site area data setup- Formulation of existing condition of site area- Site site analysis
Module learning objectives	<ul style="list-style-type: none">- Students are able to understand the problems on the site through field observations- Students are able to manage physical, environmental and social data by utilizing ICT- Students are able to analyze spatial characteristics within the site
Evaluation Learning Objectives	<ol style="list-style-type: none">1. Provide understanding and understanding of the site planning and design processfor PWK students.2. Study the method of determining building mass placement in the area footprintin relation to geographical, topographic and hydrological aspects
Depth of evaluation	C4 (comparing, making diagrams, contrasting)
Task Detail	Enclosed below regarding task descriptions and assessment criteria

TASK
SITE PLANNING (RP14-1209) CASE SEMESTER 2017/2018

A. PURPOSE

This task aims to train students in site development.

B. TYPE OF TASK

- This task is a task carried out in groups of 6-7 students.
- This task is a task with guidance or assistance, which is carried out on schedule. Before assistance, each student is given time to survey and collect the necessary materials. Group assignments are collected on a predetermined schedule.
- Tasks in the form of:
 1. Make a feasibility analysis of land for an area
 2. Make an analysis of program activities that will be placed in the area specified
 3. Planning a model block containing the area's plan based on the condition of the contoured area, for various activities to be determined based on the group.
 4. Making a booklet containing A5 location profile planning, the format was creatively developed by groups with content including:
 - Title and Theme
 - Background, Regional Development Objectives
 - Regional Potential
 - Regional Facilities Needs
 - Zone development in the región
 - Concept and plan of the site area (can be equipped with 3D images)
- Stages of tasks are:
 - Setting up a basic map
 - Identify existing land conditions
 - Outline the program of activities for each activity
 - Establish criteria needed for each region
 - Land analysis (land suitability)
 - Transformation of activities into the land that has been analyzed
 - Produces a Block Plan for a defined area
 - Description based on general knowledge and literature or other information you have read (newspapers, report books, etc.).
- The location of the assignment is determined by the student, with consideration of the scope and extent agreed with the class lecturer.

C. ASSESSMENTS COMPONENTS

Assistance assessment criteria are as follows:

- Assistance Section 1 (Data and Analysis of Space Organizations)
Outcome: Relationship matrix between spaces, drawing of concept of space organization,

drawing of analysis of land use (5% by assistant, 5% by lecturer)

- Assistance Section 2 (results of analysis of landform analysis, results of zone analysis) Output: stage 1 (contour, access, river) (5% by assistant, 5% by lecturer)
- Assistance Section 3 (building placement, regional aesthetics)
Output: stage 2 models (buildings, vegetation, additional elements, etc.) (5% by assistants, 5% by lecturers)
- Model Presentation (40%)

D. TASK SUBMISSION

- Tasks are collected during the exhibition schedule.
- The tasks that are collected are mockups and booklets containing site-related information.

SUBMISSION DATE DATE 14 DECEMBER 2017 AT THE EXCEEDING

STAGE PROGRESS FINAL PROJECT PHASE I SITE PLANNING

PHASE I :

- Obtaining a map of the study area:
 - The location of the study is an area that is "considered empty"
 - Restricted by road lanes, as a restricted area of study (land bordering the location of the study according to existing conditions / not considered vacant)
- Surveys existing environmental conditions around the site:
 - Land use around the study area (existing)
 - Areas considered empty but need to be aware of the physical condition of the land: topography, rivers, ponds, vegetation, etc.
 - Transportation conditions: road type, transportation circulation pattern, vehicle type, road condition, etc.
 - Utility conditions in the area and surrounding areas: drainage, sanitation, electricity, telephone, drinking water, etc.
 - The social condition of the surrounding communities (cultures): the type of activity around the study area, the type of economic level, the surrounding building conditions, and others that may have an effect on the area planning
- Secondary survey:
 - Land use data
 - Topographical data, geology, hydrology (climate, wind direction, rainfall)

PHASE II :

1. Analyze the plan of activity: an activity set as a topic / theme (what kind of activity will be placed in that area)
2. Analyze the pattern of activity, activity hierarchy, relationship between activities, spatial relationships.
3. Organize spatial organization

CRITERIA FOR EVALUATING LECTURE MATERIAL PRESENTATIONS (FOR PRESENTATIONS)

Dimension	Very Good	Good	Average	Bad	Very Bad	Score
Technique of Presentation	The presentation was organized with showing fact that supported by example that already analyzed based on concept	The presentation was organized and showing fact that make sure to support the conclusions	The presentation has focus point and showing some evidence that support the conclusions	The presentation has focus point, but evidence were insufficient to make a conclusions.	There's no specific organization. Facts are not used to support their statement	

	86-100	76-85	66-75	56-65	0-55
Content	Content that can be inspire listener to develop their minds.	Has an accurate and complete presentation. The listener has a new knowledge about that topics	Has an accurate content but notcomplete. The listener less active to discuss that topics	The content was less accurate because there's no data and fact that supports it	The content are not accurate and very common. Listener didn'tget any lessons from this presentation
	86-100	76-85	66-75	56-65	0-55
Discussion	The right argumentation with example or the fact	The right argumentation but lacking of the fact	The lack of argumentation but have fact or example	The lack of argumentation and not have example	Argumentation is wrong

For criteria depth adjusted to TAXONOMY BLOOM

- COURSE Basic : Remembering, Understanding
- COURSE Intermediate : Applying, Analyzing
- COURSE Advance : Evaluating, Creating

EVALUATION 3

PRESENTASI PROGRESS TUGAS BESAR TAHAP III-IV

Course Name	Site Planning
CREDIT	3 Credit
Modul n (Subject)	<ul style="list-style-type: none">- Formulation of existing condition of site area- Site site analysis
Module learning objectives	<ul style="list-style-type: none">- Students are able to manage physical, environmental and social data by utilizing ICT- Students are able to analyze the spatial characteristics within the scope of the site
Evaluation Learning Objectives	<ol style="list-style-type: none">1. Provide understanding and understanding of planning and site planning processes for PWK students.2. To study the method of determining mass placement at the site of the area in relation to the functional and ecological aspects of land use and utilization.
Depth of evaluation	C4 (compare, diagram, contrast)
Task Detail	Attached is below about task descriptions and assessment criteria

**STAGE PROGRESS FINAL PROJECT PHASE III - IV SITE
PLANNING**

PHASE III :

- Set up basic maps (manual or digital):
 - Location start map
 - Map of land use, transportation, utilities, physical condition of the study area
 - Culture map (community)
- Arranging the criteria for analyzing the entire map related to the function of the area
- Map Analysis (GIS, Overlay analysis) to obtain land feasibility:
 - Stages the analysis of overlay techniques according to the criteria that have been determined
 - Analyzes topography, hydrology, geology, vegetation, and culture
 - Obtain a decent land with hirakhi (level) feasibility
- Create a compilation policy

PHASE IV :

1. To process the result of the organization of space into the map of analysis of points III.3
2. Analyze the entrance, circulation outside the area and within the area

CRITERIA FOR EVALUATING LECTURE MATERIAL PRESENTATIONS (FOR PRESENTATIONS)

Dimension	Very Good	Good	Average	Bad	Very Bad	Score
Technique of Presentation	The presentation was organized with showing fact that supported by example that already analyzed based on concept	The presentation was organized and showing fact that make sure to support the conclusions	The presentation has focus point and showing some evidence that support the conclusions	The presentation has focus point, but evidence were insufficient to make a conclusions.	There's no spesific organization. Facts are not used to support their statement	
Content	86-100 Content that can be inspire listener to develop their minds.	76-85 Has an accurate and complete presentation. The listener has a new	66-75 Has an accurate content but notcomplete. The listener less active to	56-65 The content was less accurate because there's no data and fact	0-55 The content are not accurate and very common. Listener	

		knowledge about that topics	discuss that topics	that supports it	didn't get any lessons from this presentation
Discussion	86-100 The right argumentation with example or the fact	76-85 The right argumentation but lacking of the fact	66-75 The lack of argumentation but have fact or example	56-65 The lack of argumentation and not have example	0-55 Argumentation is wrong

For criteria depth adjusted to TAXONOMY BLOOM

- COURSE Basic : Remembering, Understanding
- COURSE Intermediate : Applying, Analyzing
- COURSE Advance : Evaluating, Creating

EVALUATION 4

PRESENTATION PROGRESS FINAL PROJECT PHASE V

Course Name	Site Planning
CREDIT	3 Credit
Modul n (Subject)	- Formulation of existing condition of site area - Site site analysis - Formulation of site concepts and plans
Module learning objectives	- Students are able to manage physical, environmental and social data by utilizing ICT - Students are able to analyze the spatial characteristics within the scope of the site - Students are able to formulate the concept and direction of site plans
Evaluation Learning Objectives	1. Provide understanding and understanding of planning and site planning processes for PWK students. 2. Learn the methods of determining mass placement at the site of the site in relation to the aspects of organization and the aesthetics of space, both functionally and visually 3. Generate a site development block plan
Depth of evaluation	C4 (compare, diagram, contrast) C5 (comparing, summarizing, elaborating, interpreting) C6 (designing, composing, designing)
Task Detail	Attached is below about task descriptions and assessment criteria

STAGE PROGRESS FINAL PROJECT PHASE V SITE PLANNING

PHASE V :

1. Plot the composition of mass and spatial
2. Plot the distribution system of facilities and utilities
3. Integration of analysis results on maquette
4. Prepare Booklet
5. Organize and perfect the maquette

CRITERIA FOR EVALUATING LECTURE MATERIAL PRESENTATIONS (FOR PRESENTATIONS)

Dimension	Very Good	Good	Average	Bad	Very Bad	Score
Technique of Presentation	The presentation was organized with showing fact that supported by example that already analyzed based on concept	The presentation was organized and showing fact that makesure to supportthe conclusions	The presentation has focus pointand showing some evidencethat support the conclusions	The presentation has focus point, but evidence were insufficient to used for makea conclusions.	There's no spesific organizatio n.Facts are notused to support their statement	
	86-100	76-85	66-75	56-65	0-55	
Content	Content that can be inspire listener to develop their minds.	Has an accurate and complete presentatio n.The listener has a new knowledge about that topics	Has an accurate content but not complete. The listener less active to discuss that topics	The content was less accurate because there's no data and factthat supports it	The content are not accurate and very common. Listener didn'tget any lessons from this presentatio n	
	86-100	76-85	66-75	56-65	0-55	
Discussion	The right argumentati onwith example or the fact	The right argumentati onbut lacking of the fact	The lack of argumentati onbut have fact or example	The lack of argumentati onand not have example	Argumentati onis wrong	

For criteria depth adjusted to TAXONOMY BLOOM

- COURSE Basic : Remembering, Understanding
- COURSE Intermediate : Applying, Analyzing
- COURSE Advance : Evaluating, Creating

**EVALUATION 5
EXHIBITION**

Course Name	Site Planning
Credit	3 Credits
Module n (Subject)	- Formulation of site concepts and plans
Module learning objectives	- Students are able to formulate the concept and direction of the site plan
Evaluation Learning Objectives	1. Delivering the basic idea of developing the site area 2. Convey ideas and innovations in the development of regional sites 3. Delivering space development programs within the region
Level of depth of evaluation	C5 (comparing, concluding, deciphering, interpreting) C6 (designing, compiling, designing)
Task details	Students organize the maquete produced in the showroom to be presented to lecturers and students

CRITERIA FOR EVALUATING LECTURE MATERIAL PRESENTATIONS (FOR PRESENTATIONS)

Dimension	Very Good	Good	Average	Bad	Very Bad	Score
Technique of Presentation	The presentation was organized with showing fact that supported by example that already analyzed based on concept	The presentation was organized and showing fact that makesure to supportthe conclusions	The presentation has focus pointand showing some evidencethat support the conclusions	The presentation has focus point, but evidence were insufficient to used for makea conclusions.	There's no specific organization.Facts are notused to support their statement	
	86-100	76-85	66-75	56-65	0-55	
Content	Content that can be inspire listener to develop their minds.	Has an accurate and complete presentation.The listener has a new knowledge about that	Has an accurate content but not complete.The listener less active to discuss that topics	The content was less accurate because there's no data and factthat supports it	The content are not accurate and very common.Listener didn'tget any lessons from this presentatio	

topics

n

	86-100	76-85	66-75	56-65	0-55
Discussion	The right argumentation with example or the fact	The right argumentation but lacking of the fact	The lack of argumentation but have fact or example	The lack of argumentation and not have example	Argumentation is wrong

For criteria depth adjusted to TAXONOMY BLOOM

- COURSE Basic : Remembering, Understanding
- COURSE Intermediate : Applying, Analyzing
- COURSE Advance : Evaluating, Creating