



**Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Techniques for Writing Scientific Papers	7320102137	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	August 1, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Damajanti Kusuma Dewi, M.Si.	Dr. Damajanti Kusuma Dewi, M.Si.	Yohana Wuri Satwika, S.Psi., M.Psi.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course				
	Program Objectives (PO)				
	PO - 1	master the skills of writing scientific papers			
	PLO-PO Matrix				
		<table border="1" style="margin-left: 20px;"> <tr> <td>P.O</td> <td></td> </tr> <tr> <td>PO-1</td> <td></td> </tr> </table>	P.O		PO-1
P.O					
PO-1					

PO Matrix at the end of each learning stage (Sub-PO)																																																			
	<table border="1" style="margin-left: 20px;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																			

Short Course Description	This course aims to equip students to master the skills of writing scientific papers. In this lecture, we discuss the meaning of scientific work, the function of scientific work, types of scientific work, the benefits of preparing scientific work, the stages of preparing scientific work which include the preparation stage: selecting topics and problems, limiting topics, determining the title and creating a framework for scientific work; systematics of articles, papers and research reports. This lecture also examines writing techniques which include: materials and number of pages, appearance consisting of paper size and numbering as well as presentation which includes writing the title, purpose of preparation, approval sheet, abstract, foreword, table of contents, table list, list of figures, and a list of attachments. Apart from that, it also discusses developing ideas, writing effective sentences and developing paragraphs, quoting techniques, plagiarism, and writing bibliography.
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References	Main :	
		<ol style="list-style-type: none"> Bambang Dwiloka & Rati Riana. 2012. Teknik Menulis Karya Ilmiah . Jakarta: Rineka Cipta. E. ZainalArifin. 2003. Dasar-Dasar Karangan Ilmiah . Jakarta: Grasindo. Rahardjo, Budi. 2005. Panduan Menulis dan Mempresentasikan Karya Ilmiah: Thesis, Tuga sAKhir, dan Makalah, (Online) (http://www.cert.or.id), diakses 29 Januari 2011 Pusat Bahasa Kemdiknas. 2010. Permendiknas No 46 Tahun 2009 Tentang Pedoman Umum Ejaan BahasaIndonesia yang Disempurnakan. Jakarta: Kemdikbud Pusat Bahasa Kemdiknas. 2010. Permendiknas No 146/U/2004 Tentang pedoman Pembentukan Istilah. Jakarta: Kemdikbud Unesa. 2014. Pedoman Penulisan Skripsi Universitas Negeri Surabaya .Surabaya: Unesa.
	Supporters:	

	<ol style="list-style-type: none"> Unesa. 2014. Pedoman Penulisan Skripsi Universitas Negeri Surabaya .Surabaya: Unesa.
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Supporting lecturer	Dr. Damajanti Kusuma Dewi, S.Psi., M.Si. Ira Darmawanti, S.Psi., M.Psi.
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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 the concept of scientific and non-scientific writing	<ol style="list-style-type: none"> Students are able to make conclusions about the definition of scientific and non-scientific writing Students can identify the differences between scientific and non-scientific writing 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Contextual Instruction (CI) Cooperative learning (CL) 2 X 50		<p>Material: Various definitions of scientific writing. Reader: Bambang Dwiloka & Rati Riana. 2012. <i>Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i></p>	4%
2	Students are able to understand the concept of scientific writing.	<ol style="list-style-type: none"> Able to mention various types of scientific writing Able to identify the characteristics of various scientific papers 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Contextual instruction (CI) Cooperative learning (CL) 2 X 50		<p>Material: Various definitions of scientific writing. Reader: Bambang Dwiloka & Rati Riana. 2012. <i>Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i></p>	4%
3	Students are able to understand the systematics of writing scientific papers based on standard references.	<ol style="list-style-type: none"> Able to identify the systematics of writing scientific papers. Able to create systematic scientific writing that is guided by Unesa writing guidelines, Unesa psychology journals, and other scientific journals. 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Contextual Instruction (CI) Cooperative learning (CL) 2 X 50		<p>Material: Systematics of writing scientific papers Reader: Bambang Dwiloka & Rati Riana. 2012. <i>Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i></p>	5%
4	Students are able to recognize the concept of plagiarism and compose plagiarism-free scientific paragraphs	<ol style="list-style-type: none"> Students are able to identify various actions and writings that fall into the category of plagiarism Students understand the causes/reasons of plagiarism Students understand the consequences of plagiarism 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Case study (CS) Contextual instruction (CI) Cooperative learning (CL) 2 X 50		<p>Material: concept of plagiarism and compiling plagiarism-free scientific paragraphs Reader: Bambang Dwiloka & Rati Riana. 2012. <i>Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i></p>	10%
5	Students are able to recognize the concept of plagiarism and compose plagiarism-free scientific paragraphs	<ol style="list-style-type: none"> Students are able to understand the concept of citation Students are able to use citation techniques 	<p>Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done.</p> <p>Form of Assessment : Participatory Activities</p>	Case study (CS) Contextual instruction (CI) Cooperative learning (CL) 2 X 50		<p>Material: concept of plagiarism and compiling plagiarism-free scientific paragraphs Reader: Bambang Dwiloka & Rati Riana. 2012. <i>Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i></p>	2%

6	Students master the dominant citation systems (APA, MLA, Chicago, Harvard).	1.Students understand the differences between APA, MLA, Chicago, and Harvard. 2.Students master the differences between APA, MLA, Chicago, and Harvard.	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. Form of Assessment : Project Results Assessment / Product Assessment	Contextual instruction (CI) Small group discussion (SGD) 2 X 50		Material: dominant citation systems (APA, MLA, Chicago, Harvard). Bibliography: <i>Bambang Dwiloka & Rati Riana. 2012. Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i>	4%
7	Mastering the APA citation system and its application in academic writing	Knowledge of various electronic and print sources to obtain supporting data for scientific papers.	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. Form of Assessment : Participatory Activities, Portfolio Assessment	Contextual learning (CI) Small group discussion (SGD) 2 X 50		Material: APA citation system and its application in academic writing Reader: <i>Bambang Dwiloka & Rati Riana. 2012. Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i>	2%
8	Sub-summative exam	Can do sub-summative exam questions	Criteria: Suitability of the answer to the question Form of Assessment : Test	paper pencil test 2 X 50		Material: meeting material 1-7 Reader: <i>Bambang Dwiloka & Rati Riana. 2012. Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i>	15%
9	Students are able to identify scientific writing based on the language used in a writing. Students are able to formulate ideas using scientific language.	1.Students are able to identify scientific and non-scientific writing 2.Students express ideas in writing using scientific language.	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. Form of Assessment : Participatory Activities	Contextual Instruction (CS) Cooperative Learning (CL) Small Group Discussion (SGD) 2 X 50		Material: identifying scientific writing based on the language used in a writing. Reader: <i>Bambang Dwiloka & Rati Riana. 2012. Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i>	3%
10	Students are able to compose written argumentative paragraphs in a standard manner	Students are able to write argumentative paragraphs that are free from grammatical and writing errors.	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. Form of Assessment : Participatory Activities, Portfolio Assessment	Case study (CS) Contextual instruction (CI) Cooperative learning (CL) 2 X 50		Material: compiling standard written argumentative paragraphs Reader: <i>Bambang Dwiloka & Rati Riana. 2012. Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i>	3%
11	Students are able to prepare an introduction to a scientific paper.	Able to prepare an introduction to a scientific paper.	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. Form of Assessment : Participatory Activities	Contextual instruction (CI) 2 X 50		Material: preparing an introduction to a scientific paper. Bibliography: <i>Bambang Dwiloka & Rati Riana. 2012. Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i>	3%
12	Students are able to compile literature reviews based on scientific reference materials that have been sorted.	1.Able to identify and determine credible sources for scientific writing. 2.Able to write literature reviews.	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. Form of Assessment : Participatory Activities	Contextual instruction (CI) 2 X 50		Material: compiling a literature review based on scientific reference materials that have been sorted. Reader: <i>Bambang Dwiloka & Rati Riana. 2012. Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i>	4%

13	Students have the skills to search for scientific sources needed to support writing papers.	Knowledge of various electronic and print sources to obtain supporting data for scientific papers.	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. Form of Assessment : Participatory Activities	Contextual learning, discussion, practice 2 X 50		Material: skills in searching scientific sources needed to support writing papers. Bibliography: <i>Bambang Dwiloka & Rati Riana. 2012. Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i>	3%
14	Students are able to compose abstracts	Can compose abstracts	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. Form of Assessment : Participatory Activities	Contextual instruction, practice 2 X 50		Material: compiling an abstract Bibliography: <i>Bambang Dwiloka & Rati Riana. 2012. Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i>	4%
15	Students can use the Endnote/Mendeley application to write references and bibliography.	Able to operate the Endnote/Mendeley application in writing written work.	Criteria: Score 4 if done very well; score 3 if done well; score 2 if done adequately; score 1 if not done. Form of Assessment : Participatory Activities, Portfolio Assessment	Contextual instruction, practice. 2 X 50		Material: Endnote/Mendeley application in writing references and bibliography. Bibliography: <i>Bambang Dwiloka & Rati Riana. 2012. Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i>	4%
16	UAS	suitability of practical results with. instructions	Criteria: suitability of practical results with. instructions Form of Assessment : Project Results Assessment / Product Assessment	UAS	UAS	Material: practice of writing scientific papers Reader: <i>Bambang Dwiloka & Rati Riana. 2012. Techniques for Writing Scientific Papers. Jakarta: Rineka Cipta.</i>	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	30,5%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	4,5%
4.	Test	15%
		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** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

