



**Universitas Negeri Surabaya**  
**Faculty of Social Sciences and Law,**  
**Social Sciences Education Undergraduate Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																																																				
Techniques for Writing Scientific Papers	8420703048	Compulsory Study Program Subjects	T=3 P=0 ECTS=4.77	6	April 27, 2023																																																																																				
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																																																					
	Ali Imron, S.Sos., M.A.		Ali Imron, S.Sos., M.A.	Dr. Nuansa Bayu Segara, S.Pd., M.Pd.																																																																																					
<b>Learning model</b>	<b>Project Based Learning</b>																																																																																								
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																								
	<b>Program Objectives (PO)</b>																																																																																								
	<b>PO - 1</b>	Mastering the concepts, types, characteristics, rules and ethics of preparing scientific work																																																																																							
	<b>PO - 2</b>	Think critically and analytically in understanding discourse patterns in scientific work																																																																																							
	<b>PO - 3</b>	Responsible for lectures and lecture assignments																																																																																							
	<b>PLO-PO Matrix</b>																																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> </table>					P.O	PO-1	PO-2	PO-3																																																																															
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
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<b>Short Course Description</b>	This course contains the theory and practice of writing scientific papers starting from the essence and concept of scientific works, types and characteristics of scientific works, anatomy or parts of scientific papers, rules and ethics in writing scientific papers, use of language in scientific papers, techniques writing or writing scientific papers, steps for writing scientific papers, discourse patterns in presenting scientific papers, techniques for presenting scientific papers, various errors in writing scientific papers, and sources for writing scientific papers. The learning process takes place through an exploration, elaboration and confirmation approach; which is implemented through inquiry methods, discussions, independent and group work practices, and reporting. Evaluation is carried out through process assessments (student participation and activity in class), independent and group portfolios, presentations, mid-term and final exam results and attendance.																																																																																								
<b>References</b>	<b>Main :</b>																																																																																								
	<ol style="list-style-type: none"> <li>1. Anwar Hasnun. 2004. Pedoman dan Petunjuk Praktis Karya Tulis. Yogyakarta: Absolut</li> <li>2. Ety Indriati. 2005. Menulis karya Ilmiah. Jakarta: Gramedia Pustaka Utama.</li> <li>3. Gunawan Wiradi. 2002. Etika Penulisan Karya Ilmiah. Bandung: Akatiga</li> <li>4. Borg, Walter R. and Gall Meredith D. 1989. Educational Research. Longman: New York &amp; London</li> <li>5. Bambang Dwiloka dan Rati Riana. 2005. Teknik Menulis Karya Ilmiah. Jakarta: Rineka</li> <li>6. Djuharie, O Setiawan. 2001. Pedoman Penulisan Skripsi Tesis dan Disertasi. Bandung: Widya</li> <li>7. Indriati, Eti. 2006. Menulis Karya Ilmiah. Jakarta : Gramedia Pustaka Utama.</li> <li>8. Subagyo, Andreas B. 2004. Pengantar Riset Kuantitatif dan Kualitatif. Bandung: Yayasan Kalam Hidup</li> <li>9. Imron, A., Habibah, S.M., Pradana, G.W. dan Widi. 2020. Modul Pelatihan Karya Tulis Ilmiah. Gresik: Jendela Sastra Indonesia Press</li> </ol>																																																																																								

		<b>Supporters:</b>					
		<ol style="list-style-type: none"> <li>1. Permendiknas Nomor 46 Tahun 2009 Tentang Pedoman Umum Ejaan Bahasa Indonesia Yang Disempurnakan</li> <li>2. Permendiknas Nomor 17 Tahun 2010 Tentang Pencegahan dan Penanggulangan Plagiat di Perguruan Tinggi</li> <li>3. The Ethics of Self-Plagiarsm</li> <li>4. Faizal, M. 2020. Panduan Praktis Mendeley Untuk Mahasiswa. Bandung: Mendeley Advisor Community</li> <li>5. Harvard Library. 2020. Harvard Style Referencing. Harvard University</li> </ol>					
<b>Supporting lecturer</b>		Prof. Dr. Sarmini, M.Hum. Ali Imron, S.Sos., M.A.					
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	<ol style="list-style-type: none"> <li>1.Understand basic concepts and types of scientific writing</li> <li>2.Explain the basic concepts of scientific work</li> <li>3.Identify types of scientific work</li> <li>4.Explains the degree of scientificity of a scientific work</li> </ol>	<ol style="list-style-type: none"> <li>1.Explain the concept of scientific work</li> <li>2.Classify the types of scientific work</li> <li>3.Explain the characteristics of scientific work</li> <li>4.Explain the degree of scientificity of written work</li> </ol>	<b>Criteria:</b> formative  <b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment	Group discussion and reference review 3 X 50		<b>Material:</b> Explaining the basic concepts of scientific work <b>Reader:</b> <i>Ety Indriati. 2005. Writing scientific works. Jakarta: Gramedia Pustaka Utama.</i>  <b>Material:</b> Explaining the types and degrees of scientific work. <b>Readers:</b> <i>Imron, A., Habibah, SM, Pradana, GW and Widi. 2020. Scientific Writing Training Module. Gresik: Window on Indonesian Literature Press</i>	5%

2	<p>1.Understand basic concepts and types of scientific writing</p> <p>2.Explain the basic concepts of scientific work</p> <p>3.Identify types of scientific work</p> <p>4.Explains the degree of scientificity of a scientific work</p>	<p>1.Explain the concept of scientific work</p> <p>2.Classify the types of scientific work</p> <p>3.Explain the characteristics of scientific work</p> <p>4.Explain the degree of scientificity of written work</p>	<p><b>Criteria:</b> 100</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>Group discussion and reference review 3 X 50</p>		<p><b>Material:</b> Explaining the basic concepts of scientific work</p> <p><b>Reader:</b> <i>Etty Indriati. 2005. Writing scientific works. Jakarta: Gramedia Pustaka Utama.</i></p> <hr/> <p><b>Material:</b> Explaining the types and degrees of scientific work.</p> <p><b>Readers:</b> <i>Imron, A., Habibah, SM, Pradana, GW and Widi. 2020. Scientific Writing Training Module. Gresik: Window on Indonesian Literature Press</i></p>	5%
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3	<p>1.Understand the anatomy of scientific writing</p> <p>2.Distinguish between the anatomy of research reports, empirical articles and conceptual articles</p> <p>3.Identify the anatomy of research reports, empirical articles and conceptual articles</p>	<p>1.Distinguish between the anatomy of research reports, empirical articles and theoretical articles</p> <p>2.Identify the anatomy of research reports, empirical articles and theoretical articles</p>	<p><b>Criteria:</b> 100</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>Discussion and review of 3 X 50 references</p>		<p><b>Material:</b> Explaining the anatomy of scientific work.</p> <p><b>Reader:</b> <i>Bambang Dwiloka and Rati Riana. 2005. Techniques for Writing Scientific Papers. Jakarta: Rineka</i></p> <hr/> <p><b>Material:</b> Explaining the anatomy of a scientific report (thesis)</p> <p><b>References:</b> <i>Djuharie, O Setiawan. 2001. Guidelines for Writing Theses and Dissertations. Bandung: Widya</i></p> <hr/> <p><b>Material:</b> Explaining the anatomy of scientific work.</p> <p><b>Reader:</b> <i>Imron, A., Habibah, SM, Pradana, GW and Widi. 2020. Scientific Writing Training Module. Gresik: Window on Indonesian Literature Press</i></p>	10%
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4	<p>1.Understand the rules and ethics of writing scientific papers</p> <p>2.Explain the scientific attitude</p> <p>3.Explain plagiarism and its impacts</p>	<p>1.Explain the rules and ethics of writing scientific papers</p> <p>2.Explain the scientific attitude</p> <p>3.Explain plagiarism and its impacts</p>	<p><b>Criteria:</b> 100</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>Discussion and review of 3 X 50 references</p>		<p><b>Material:</b> Explaining the ethics of writing scientific papers <b>Reader:</b> <i>Gunawan Wiradi. 2002. Ethics of Writing Scientific Papers. Bandung: Akatiga</i></p> <hr/> <p><b>Material:</b> Explaining the scientific attitude <b>Reader:</b> <i>Imron, A., Habibah, SM, Pradana, GW and Widi. 2020. Scientific Writing Training Module. Gresik: Window on Indonesian Literature Press</i></p> <hr/> <p><b>Material:</b> Explains the prevention and management of plagiarism. Reference : <b>Minister of National Education Regulation Number 17 of 2010 concerning Prevention and Management of Plagiarism in Higher Education</b></p> <hr/> <p><b>Material:</b> Explaining writing ethics to prevent self-plagiarism <b>Library: The Ethics of Self-Plagiarism</b></p>	10%
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5	<p>1.Understand the rules and ethics of writing scientific papers</p> <p>2.Explain the scientific attitude</p> <p>3.Explain plagiarism and its impacts</p>	<p>1.Explain the rules and ethics of writing scientific papers</p> <p>2.Explain the scientific attitude</p> <p>3.Explain plagiarism and its impacts</p>	<p><b>Criteria:</b> 100</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>Discussion and review of 3 X 50 references</p>		<p><b>Material:</b> Explaining the ethics of writing scientific papers <b>Reader:</b> <i>Gunawan Wiradi. 2002. Ethics of Writing Scientific Papers. Bandung: Akatiga</i></p> <hr/> <p><b>Material:</b> Explaining the scientific attitude <b>Reader:</b> <i>Imron, A., Habibah, SM, Pradana, GW and Widi. 2020. Scientific Writing Training Module. Gresik: Window on Indonesian Literature Press</i></p> <hr/> <p><b>Material:</b> Explains the prevention and management of plagiarism. Reference : <b>Minister of National Education Regulation Number 17 of 2010 concerning Prevention and Management of Plagiarism in Higher Education</b></p> <hr/> <p><b>Material:</b> Explaining writing ethics to prevent self-plagiarism <b>Library: The Ethics of Self-Plagiarism</b></p>	10%
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6	Understand and master the use of language in scientific writing	<ol style="list-style-type: none"> <li>1. Use of diction, spelling and constructing effective sentences in paragraphs</li> <li>2. Unity and coherence between paragraphs</li> <li>3. Identify the types of paragraphs</li> <li>4. Make direct and indirect quotations correctly</li> </ol>	<p><b>Criteria:</b> 100</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	Discussion and performance demonstration 3 X 50		<p><b>Material:</b> Explains how to write good and correct scientific work. <b>Reader:</b> <i>Etty Indriati. 2005. Writing scientific works. Jakarta: Gramedia Pustaka Utama.</i></p> <hr/> <p><b>Material:</b> Explains techniques for compiling scientific work. <b>Reference:</b> <i>Bambang Dwiloka and Rati Riana. 2005. Techniques for Writing Scientific Papers. Jakarta: Rineka</i></p> <hr/> <p><b>Material:</b> Explains techniques for making effective sentences using standard language and EYD <b>Library:</b> <i>Imron, A., Habibah, SM, Pradana, GW and Widi. 2020. Scientific Writing Training Module. Gresik: Window on Indonesian Literature Press</i></p> <hr/> <p><b>Material:</b> Explaining EYD <b>Library:</b> <i>Minister of National Education Regulation Number 46 of 2009 concerning General Guidelines for Improved Indonesian Spelling</i></p>	10%
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7	Understand and master the use of language in scientific writing	<ol style="list-style-type: none"> <li>1. Use of diction, spelling and constructing effective sentences in paragraphs</li> <li>2. Unity and coherence between paragraphs</li> <li>3. Identify the types of paragraphs</li> <li>4. Make direct and indirect quotations correctly</li> </ol>	<p><b>Criteria:</b> 100</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	Discussion and performance demonstration 3 X 50		<p><b>Material:</b> Explains how to write good and correct scientific work. <b>Reader:</b> <i>Etty Indriati. 2005. Writing scientific works. Jakarta: Gramedia Pustaka Utama.</i></p> <hr/> <p><b>Material:</b> Explains techniques for compiling scientific work. <b>Reference:</b> <i>Bambang Dwiloka and Rati Riana. 2005. Techniques for Writing Scientific Papers. Jakarta: Rineka</i></p> <hr/> <p><b>Material:</b> Explains techniques for making effective sentences using standard language and EYD <b>Library:</b> <i>Imron, A., Habibah, SM, Pradana, GW and Widi. 2020. Scientific Writing Training Module. Gresik: Window on Indonesian Literature Press</i></p> <hr/> <p><b>Material:</b> Explaining EYD <b>Library:</b> <i>Minister of National Education Regulation Number 46 of 2009 concerning General Guidelines for Improved Indonesian Spelling</i></p>	10%
8	UTS	<ol style="list-style-type: none"> <li>1. Explain the concept of scientific work</li> <li>2. Identify types of scientific work</li> <li>3. Explain the characteristics of scientific work</li> <li>4. Explain the degree of scientificity of scientific work</li> </ol>	<p><b>Criteria:</b> 100</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Doing UTS 3 X 50 questions		<p><b>Material:</b> Explains the basic concepts of scientific work <b>Reader:</b> <i>Anwar Hasnun. 2004. Guidelines and Practical Instructions for Writing. Yogyakarta:</i></p>	10%



5. Distinguish between the anatomy of research reports, empirical articles and conceptual articles
6. Identify the anatomy of research reports, empirical articles and conceptual articles
7. Explain the scientific attitude
8. Explain the ethics of writing scientific papers
9. Explain plagiarism and its impacts
10. Developing scientific language and language accuracy
11. Compose direct and indirect quotes

*Absolute*

**Material:** Explaining the basic concepts of scientific work  
**Reader:** *Etty Indriati. 2005. Writing scientific works. Jakarta: Gramedia Pustaka Utama.*

**Material:** Explaining the ethics of writing scientific papers  
**Reader:** *Gunawan Wiradi. 2002. Ethics of Writing Scientific Papers. Bandung: Akatiga*

**Material:** Explains how to write good and correct scientific work.  
**Reference:** *Bambang Dwiloka and Rati Riana. 2005. Techniques for Writing Scientific Paper. Jakarta: Rineka*

**Material:** Explains how to write good and correct scientific work.  
**Reader:** *Imron, A., Habibah, SM, Pradana, GW and Widi. 2020. Scientific Writing Training Module. Gresik: Window on Indonesian Literature Press*

**Material:** Explaining EYD  
**Literature:** *Minister of National Education Regulation Number 46 of 2009 concerning General Guidelines for Improved Indonesian Spelling*

**Material:**

						Explaining plagiarism <b>Reference:</b> <i>Minister of National Education Regulation Number 17 of 2010 concerning Prevention and Management of Plagiarism in Higher Education</i>	
9	<p>1. Mastering the techniques of writing scientific papers</p> <p>2. Master the steps for writing scientific papers</p>	<p>1. Carrying out procedures for writing scientific papers: imagination, invention, disposition and elocution</p> <p>2. Carry out organizing ideas and techniques for completing scientific work manuscripts</p>	<p><b>Criteria:</b> 100</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Discussion and performance demonstration 3 X 50		<p><b>Material:</b> Explains how to write good and correct scientific work</p> <p><b>Reader:</b> <i>Anwar Hasnun. 2004. Guidelines and Practical Instructions for Writing. Yogyakarta: Absolute</i></p> <hr/> <p><b>Material:</b> Explains how to write good and correct scientific work.</p> <p><b>Reference:</b> <i>Bambang Dwiloka and Rati Riana. 2005. Techniques for Writing Scientific Paper. Jakarta: Rineka</i></p> <hr/> <p><b>Material:</b> Explains how to write good and correct scientific work.</p> <p><b>Reader:</b> <i>Indriati, Eti. 2006. Writing Scientific Papers. Jakarta: Gramedia Pustaka Utama.</i></p> <hr/> <p><b>Material:</b> Explains how to write good and correct scientific work.</p> <p><b>Reader:</b> <i>Imron, A., Habibah, SM, Pradana, GW and Widi. 2020. Scientific Writing Training Module. Gresik: Window on Indonesian Literature Press</i></p>	50%

10	<p>1. Mastering the techniques of writing scientific papers</p> <p>2. Master the steps for writing scientific papers</p>	<p>1. Carrying out procedures for writing scientific papers: imagination, invention, disposition and elocution</p> <p>2. Carry out organizing ideas and techniques for completing scientific work manuscripts</p>	<p><b>Criteria:</b> 100</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Discussion and performance demonstration 3 X 50</p>		<p><b>Material:</b> Explains how to write good and correct scientific work</p> <p><b>Reader:</b> <i>Anwar Hasnun. 2004. Guidelines and Practical Instructions for Writing. Yogyakarta: Absolute</i></p> <hr/> <p><b>Material:</b> Explains how to write good and correct scientific work.</p> <p><b>Reference:</b> <i>Bambang Dwiloka and Rati Riana. 2005. Techniques for Writing Scientific Paper. Jakarta: Rineka</i></p> <hr/> <p><b>Material:</b> Explains how to write good and correct scientific work.</p> <p><b>Reader:</b> <i>Indriati, Eti. 2006. Writing Scientific Papers. Jakarta: Gramedia Pustaka Utama.</i></p> <hr/> <p><b>Material:</b> Explains how to write good and correct scientific work.</p> <p><b>Reader:</b> <i>Imron, A., Habibah, SM, Pradana, GW and Widi. 2020. Scientific Writing Training Module. Gresik: Window on Indonesian Literature Press</i></p>	50%
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11	Understand discourse patterns in the presentation of scientific writing	<p>1.Explain the types of discourse: narrative, exposition, argumentation, and description</p> <p>2.Explain techniques for presenting scientific writing</p>	<p><b>Criteria:</b> 100</p> <p><b>Form of Assessment :</b> Practice / Performance</p>	Discussion and performance demonstration 3 X 50		<p><b>Material:</b> Explaining techniques for presenting scientific work</p> <p><b>Readers:</b> <i>Imron, A., Habibah, SM, Pradana, GW and Widi. 2020. Scientific Writing Training Module. Gresik: Window on Indonesian Literature Press</i></p> <hr/> <p><b>Material:</b> Explains searching for references via Mendeley</p> <p><b>Library:</b> <i>Faizal, M. 2020. Mendeley Practical Guide for Students. Bandung: Mendeley Advisor Community</i></p> <hr/> <p><b>Material:</b> Explains techniques for compiling a reference list.</p> <p><b>Library:</b> <i>Harvard Library. 2020. Harvard Style Referencing. Harvard University</i></p>	10%
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12	Understand discourse patterns in the presentation of scientific writing	<p>1.Explain the types of discourse: narrative, exposition, argumentation, and description</p> <p>2.Explain techniques for presenting scientific writing</p>	<p><b>Criteria:</b> 100</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Discussion and performance demonstration 3 X 50		<p><b>Material:</b> Explaining techniques for presenting scientific work</p> <p><b>Readers:</b> <i>Imron, A., Habibah, SM, Pradana, GW and Widi. 2020. Scientific Writing Training Module. Gresik: Window on Indonesian Literature Press</i></p> <hr/> <p><b>Material:</b> Explains searching for references via Mendeley</p> <p><b>Library:</b> <i>Faizal, M. 2020. Mendeley Practical Guide for Students. Bandung: Mendeley Advisor Community</i></p> <hr/> <p><b>Material:</b> Explains techniques for compiling a reference list.</p> <p><b>Library:</b> <i>Harvard Library. 2020. Harvard Style Referencing. Harvard University</i></p>	50%
13	Create an initial draft/proposed thesis by emphasizing correct writing format	Create an outline of a thesis proposal	<p><b>Criteria:</b> 100</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Discussion and performance demonstration 3 X 50		<p><b>Material:</b> Explains techniques for drafting a thesis proposal.</p> <p><b>Reference:</b> <i>Djuharie, O Setiawan. 2001. Guidelines for Writing Theses and Dissertations. Bandung: Widya</i></p> <hr/> <p><b>Material:</b> Compiling a reference list.</p> <p><b>Library:</b> <i>Harvard Library. 2020. Harvard Style Referencing. Harvard University</i></p>	10%

14	Create an initial draft/proposed thesis by emphasizing correct writing format	Create an outline of a thesis proposal	<b>Criteria:</b> 100  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Discussion and performance demonstration 3 X 50		<b>Material:</b> Explains techniques for drafting a thesis proposal. <b>Reference:</b> <i>Djuharie, O Setiawan. 2001. Guidelines for Writing Theses and Dissertations. Bandung: Widya</i> <hr/> <b>Material:</b> Compiling a reference list. <b>Library:</b> <i>Harvard Library. 2020. Harvard Style Referencing. Harvard University</i>	100%
15	Create an initial draft/proposed thesis by emphasizing correct writing format	Create an outline of a thesis proposal	<b>Criteria:</b> 100  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Discussion and performance demonstration 3 X 50		<b>Material:</b> Explains techniques for drafting a thesis proposal. <b>Reference:</b> <i>Djuharie, O Setiawan. 2001. Guidelines for Writing Theses and Dissertations. Bandung: Widya</i> <hr/> <b>Material:</b> Compiling a reference list. <b>Library:</b> <i>Harvard Library. 2020. Harvard Style Referencing. Harvard University</i>	100%

16		<ol style="list-style-type: none"> <li>1.Explain the basic concepts of scientific work</li> <li>2.Identify types of scientific work</li> <li>3.Explain the scientific attitude</li> <li>4.Explain the anatomy of a research report</li> <li>5.Explain scientific language</li> <li>6.Compose new sentences and paragraphs according to EYD</li> <li>7.Prepare a draft proposal</li> </ol>	<p><b>Criteria:</b> 100</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Test Questions		<p><b>Material:</b> Explains the basic concepts of scientific work <b>Reader:</b> <i>Anwar Hasnun. 2004. Guidelines and Practical Instructions for Writing. Yogyakarta: Absolute</i></p> <hr/> <p><b>Material:</b> Explains how to write good and correct scientific work. <b>Reader:</b> <i>Etty Indriati. 2005. Writing scientific works. Jakarta: Gramedia Pustaka Utama.</i></p> <hr/> <p><b>Material:</b> Explaining the ethics of scientific work <b>Reader:</b> <i>Gunawan Wiradi. 2002. Ethics of Writing Scientific Papers. Bandung: Akatiga</i></p> <hr/> <p><b>Material:</b> Explains how to write good and correct scientific work. <b>Reference:</b> <i>Bambang Dwiloka and Rati Riana. 2005. Techniques for Writing Scientific Paper. Jakarta: Rineka</i></p> <hr/> <p><b>Material:</b> Explains how to write good and correct scientific work. <b>Reader:</b> <i>Imron, A., Habibah, SM, Pradana, GW and Widi. 2020. Scientific Writing Training Module. Gresik: Window on Indonesian Literature Press</i></p>	10%
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### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	102.5%
2.	Project Results Assessment / Product Assessment	280%
3.	Portfolio Assessment	19.16%
4.	Practice / Performance	48.34%
		100%

### Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.