

		Universitas Negeri Surabaya Faculty of Languages and Arts Bachelor of Chinese Language Education Study Program					Document Code																																	
SEMESTER LEARNING PLAN																																								
Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																
BM Writes Scientific Papers		8820802146		T=2	P=0	ECTS=3.18	7	July 18, 2024																																
AUTHORIZATION		SP Developer		Course Cluster Coordinator			Study Program Coordinator																																	
				Miftachul Amri, M.Pd., M.Ed., Ph.D.																																	
Learning model	Case Studies																																							
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																							
	Program Objectives (PO)																																							
	PLO-PO Matrix																																							
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>							P.O																															
P.O																																								
	PO Matrix at the end of each learning stage (Sub-PO)																																							
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 40px; height: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>							P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	Students are expected to be able to convey ideas, develop their intellect, practice writing skills, carry out scientific traditions, and understand good and correct writing standards in accordance with perfected spelling for completion of the final assignment.																																							
References	Main :																																							
	1.		Daftar Literatur/Referensi: 1. Depdiknas (2003), Pedoman Umum EYD, Bandung: CV Yrama Widya 2. Sutrisno Hadi (2000), Pedoman Penulisan Skripsi 3. The Liang Gie (2002), Terampil Mengarang, Yogyakarta: Andi Offset 4. UNY (2010), Pedoman Tugas Akhir Literatur tambahan 1. Adjat Sakri (1992), Bangun Paragraf Bahasa Indonesia: ITB Bandung 2. Depdikbud (1994), Penulisan Bahan-Bahan Pelajaran 3. Depdiknas (2001), Petunjuk Praktis Pengembangan Profesi Bagi Jabatan Guru 4. Mary Leonhardi (2001), Bergairah Menulis, Bandung: Kaifa 5. Mien A Rifai (2001), Pegangan Gaya Penulisan, Penyuntingan Dan Penerbitan, Yogyakarta: UGM Press																																					
	Supporters:																																							
Supporting lecturer																																								
Week-	Final abilities of each learning	Evaluation			Help Learning, Learning methods, Student Assignments, [Estimated time]			Learning materials ↓ References	Assessment Weight (%)																															

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (<i>offline</i>)	Online (<i>online</i>)]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	After attending this lecture, students are expected to be able to explain the essence of writing scientific work.	1. Students are able to explain the characteristics of writing and scientific insights in writing scientific papers. 2. Students are able to explain the meaning and purpose of writing scientific papers. 3. Students are able to differentiate scientific and non-scientific writing. 4. Students are able to explain the characteristics and criteria of scientific writing.	Criteria: 1.Duty 30% 2.Mid Test 30 3.UAS 40%	Direct learning 2 X 50			0%
2	After attending this lecture, students are expected to be able to explain the essence of writing scientific work.	1. Students are able to explain the characteristics of writing and scientific insights in writing scientific papers. 2. Students are able to explain the meaning and purpose of writing scientific papers. 3. Students are able to differentiate scientific and non-scientific writing. 4. Students are able to explain the characteristics and criteria of scientific writing.	Criteria: 1.Duty 30% 2.Mid Test 30 3.UAS 40%	Direct learning 2 X 50			0%

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8	UTS	UTS	Criteria: UTS	UTS 2 X 50			0%
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16	UAS	UAS	Criteria: UAS	UAS 2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.