



Universitas Negeri Surabaya
Faculty of Educational Sciences
Bachelor of Education Management Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Scientific Writing Techniques	8620402116	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	December 1, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Windasari, S.Pd., M.Pd. ; Dr. Ayu Wulandari, S.Pd., M.Pd. ; Dr. Nuphanudin, S.IP., M.Pd. ; Dr. Mohammad Syahidul Haq, S.Pd., M.Pd.		Dr. Nunuk Hariyati, S.Pd., M.Pd.			Syunu Trihantoyo, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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PLO-8	Able to apply and utilize research in the field of education management independently or in groups to provide alternative solutions to problems in the field of education management
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PLO-9	Able to utilize technology and information in problem solving efforts according to area of expertise
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Program Objectives (PO)

PO - 1	Utilizing learning resources and information technology in applying scientific principles and practicing writing scientific papers by utilizing learning resources and information technology in solving problems in writing scientific papers.
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PO - 2	Mastering theoretical concepts regarding scientific writing techniques to support the preparation of academic assignment reports.
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PO - 3	Make the right decisions about techniques for writing scientific papers that are relevant to your academic style to complete academic assignments.
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PO - 4	Responsible for self-learning performance, agreement with group colleagues in writing scientific papers by applying the principles of accuracy and honesty
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PLO-PO Matrix

	P.O	PLO-8	PLO-9
	PO-1		✓
	PO-2	✓	
	PO-3	✓	
	PO-4	✓	

PO Matrix at the end of each learning stage (Sub-PO)

	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																
	PO-4														✓	✓	

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 :
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2. Rahardjo, Budi. 2005. Panduan Menulis dan Mempresentasikan Karya Ilmiah: Thesis, Tuga sAkhir, dan Makalah, (Online) (<http://www.cert.or.id>), diakses 29 Januari 2011
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11. Khatri, B. B. (2022). Writing an effective abstract for a scientific paper. *Nepalese Journal of Development and Rural Studies*, 19, 1–7. <https://doi.org/10.3126/njdrs.v19i01.51910>
12. Léane, J., Boudin, F., Dufour, R., & Hernandez, N. (2023). Text revision in scientific writing assistance: An overview.
13. Louis, S. (1996). Guidelines for writing a scientific paper: An address to beginners. *Nephrology*, 2(S1), S230–S234.
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15. Reis, S. R. N., & Reis, A. I. (2013). How to write your first scientific paper. IEDEC, 1–7. <https://doi.org/http://dx.doi.org/10.1109/IEDEC.2013.6526784>
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Supporters:

1. Tim Penyusun Buku Pedoman Penulisan Skripsi. 2014. Pedoman Penulisan Skripsi Unesa. Surabaya: Universitas Negeri Surabaya
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Supporting lecturer
 Dr. Nuphanudin, S.IP., M.Pd.
 Dr. Mohammad Syahidul Haq, S.Pd., M.Pd.
 Windasari, S.Pd., M.Pd.
 Dr. Ayu Wulandari, S.Pd., M.Pd.

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	Students are able to understand the background of the importance of scientific work, identify the scope of the course, the urgency of the course of writing scientific papers	Students can explain lecture plans and the scope of material and assignments for writing scientific papers, the meaning of scientific works and the function of scientific works.	<p>Criteria: Activeness in learning (20% weight). Initiative and courage in expressing opinions or asking questions (20% weight). accuracy in answering questions from lecturers and/or friends (weight 60%).</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 2 X 50		<p>Material: Lecture Contract and Scope of Writing Scientific Work</p> <p>References: <i>Belcher, WL (2019). Writing your journal article in twelve weeks: A guide to academic publishing success. The University of Chicago Press.</i></p>	5%

2	Overview of RPS and discussion group division	Understand course implementation plans to support case study-based learning and project-based learning, and be able to work together in groups	<p>Criteria: Activeness in learning (20% weight). Initiative and courage in expressing opinions or asking questions (20% weight). accuracy in answering questions from lecturers and/or friends (weight 60%).</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 2 X 50		<p>Material: RPS References: <i>Pham, VPH (2021). The effects of collaborative writing on students' writing fluency: An efficient framework for collaborative writing. Sage Open, 11(1), 1–11. https://doi.org/...</i></p>	5%
3	Able to understand the concepts of scientific, non-scientific and popular scientific works	Students are able to explain the concepts of scientific, non-scientific and popular scientific works	<p>Criteria: Activeness in learning (20% weight). Courage to ask questions and express opinions (20% weight). Determination in answering questions from lecturers and/or friends (20% weight). Product quality (40% weight).</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions, questions and answers 2 X 50		<p>Material: Presentation of scientific writing concepts References:</p> <hr/> <p>Material: Presentation of scientific writing concepts References: <i>Ho-Young S., Walker, JA, & Tasuo, J. (2023). Writing Successful Scientific Papers A User's Guide. Panmun Education Co., Ltd.</i></p>	5%
4	Able to understand types of scientific writing and the systematics of e-journal writing	Students are able to explain the types of scientific writing and the systematics of e-journal writing	<p>Criteria: Activeness in learning (20% weight). Courage to ask questions and express opinions (20% weight). Determination in answering questions from lecturers and/or friends (60% weight).</p> <p>Form of Assessment : Participatory Activities</p>	Lectures, discussions and questions and answers 2 X 50		<p>Material: Library Group Presentation : <i>Lövei, GL (2021). Writing and publishing scientific papers: A primer for the non-English speaker. Open Book Publishers. https://doi.org/...</i></p>	5%
5	Able to understand the method of writing scientific papers	Students are able to explain the method of writing scientific papers	<p>Criteria: Activeness in learning (20% weight). Initiative to express opinions and ask questions (20% weight). Accuracy in answering questions and/or questions from lecturers or friends (60% weight).</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Lectures, discussions, questions and answers 2 X 50		<p>Material: Group Presentation Reader: <i>Louis, S. (1996). Guidelines for writing a scientific paper: An address to beginners. Nephrology, 2(S1), S230–S234.</i></p> <hr/> <p>Material: Library Group Presentation : <i>Reis, SRN, & Reis, AI (2013). How to write your first scientific paper. IEDEC, 1–7. https://doi.org/...</i></p> <hr/> <p>Material: Library Group Presentation : <i>Thomas, CG (2021). Research methodology and scientific writing (2nd ed.). Springer Nature. https://www.springer.com/...</i></p>	5%

6	Able to understand writing results, discussion and closing	Students are able to explain the writing of the results, discussion and conclusion	<p>Criteria: Activeness in learning (20% weight). Initiative to express opinions and ask questions (20% weight). Accuracy in answering questions and/or questions from lecturers or friends (20% weight). Product quality (40% weight).</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Discussion and review of 2 X 50 references		<p>Material: Library Group Presentation : Ayu, F., & Anggriani, D. (2023). <i>Improving students' ability in writing scientific papers through a process approach. The International Conference on Education, Social, Sciences and Technology (ICESST)</i>, 2(1), 77–86.</p> <p>Material: Library Group Presentation : Belcher, WL (2019). <i>Writing your journal article in twelve weeks: A guide to academic publishing success. The University of Chicago Press.</i></p> <p>Material: Library Group Presentation : Nuphanudin, Komariah, A., Shvetsova, T., Gardanova, Z., Podzorova, M., Kurniady, DA, Gladysheva, M., Dudnik, O., Taduran, RJO, & Kosov, M . (2022). <i>Effectiveness of students' motivation factors in the competency-based approach: A case study of universities in Russia and Indonesia. Emerging Science Journal</i>, 6(3), 578–602. https://doi.org/...</p> <p>Material: Library Group Presentation : Ministry of National Education Language Center. 2010. <i>Minister of National Education Regulation No. 46 of 2009 concerning General Guidelines for Improved Indonesian Spelling. Jakarta: Ministry of Education and Culture</i></p> <p>Material: Independent Assignments and Group Assignments References: Dufour, R., & Hernandez, N. (2023). <i>Text revision in scientific writing assistance: An overview.</i></p>	5%
7	Able to understand e-journal writing according to the style of the Unesa e-journal environment	Students are able to compose e-journal written work according to the style of Unesa's e-journal environment	<p>Criteria: Activeness in learning (20% weight). Initiative to express opinions and ask questions (20% weight). Accuracy in answering questions and/or questions from lecturers or friends (20% weight). Product quality (40% weight).</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Lectures, discussions and questions and answers 2 X 50		<p>Material: Library Group Presentation : Reis, SRN, & Reis, AI (2013). <i>How to write your first scientific paper. IEDEC</i>, 1–7. https://doi.org/...</p> <p>Material: Library Group Presentation : Thesis Writing Guidebook Compilation Team. 2014. <i>Unesa Thesis Writing Guidelines. Surabaya: Surabaya State University</i></p> <p>Material: Library Group Presentation : Nuphanudin, Komariah, A., Kurniady, DA, Putri, NSR, Azzahra, OR, & Sirilis, N. (2021). <i>Parents in the Quality Culture: Why do they become involved? Advances in Social Science, Education and Humanities Research</i>, 526, 1–6. https://doi.org/...</p>	5%
8	UTS	Students are able to work on UTS questions	<p>Criteria: Assessment is carried out on the answers to UTS questions by giving weighting (percentage)</p> <p>Form of Assessment :</p>	Test, Project Results 2 X 50	-	<p>Material: Independent Assignments and Group Assignments References: Nuphanudin, Komariah, A., Kurniady, DA, Putri, NSR, Azzahra, OR, & Sirilis, N. (2021). <i>Parents in the Quality Culture: Why do they</i></p>	15%

			<p>Project Results Assessment / Product Assessment, Portfolio Assessment</p>			<p>become involved? <i>Advances in Social Science, Education and Humanities Research</i>, 526, 1–6. https://doi.org/...</p> <p>Material: Independent Assignments and Group Assignments References: <i>Nuphanudin, Komariah, A., Shvetsova, T., Gardanova, Z., Podzorova, M., Kurniady, DA, Gladysheva, M., Dudnik, O., Taduran, RJO, & Kosov, M. (2022). Effectiveness of students' motivation factors in the competency-based approach: A case study of universities in Russia and Indonesia. Emerging Science Journal</i>, 6(3), 578–602. https://doi.org/...</p> <p>Material: Independent Assignments and Group Assignments : Ayu, F., & Anggriani, D. (2023). <i>Improving students' ability in writing scientific papers through a process approach. The International Conference on Education, Social, Sciences and Technology (ICESST)</i>, 2(1), 77–86.</p> <p>Material: Independent Assignments and Group Assignments References: <i>Belcher, WL (2019). Writing your journal article in twelve weeks: A guide to academic publishing success. The University of Chicago Press.</i></p> <p>Material: Independent Assignments and Group Assignments References: <i>Ho-Young S., Walker, JA, & Tasuo, J. (2023). Writing Successful Scientific Papers A User's Guide. Panmun Education Co., Ltd.</i></p> <p>Material: Independent Assignments and Group Assignments Library: <i>Khatri, BB (2022). Writing an effective abstract for a scientific paper. Nepalese Journal of Development and Rural Studies</i>, 19, 1–7. https://doi.org/...</p> <p>Material: Independent Assignments and Group Assignments References: <i>Louis, S. (1996). Guidelines for writing a scientific paper: An address to beginners. Nephrology</i>, 2(S1), S230–S234.</p> <p>Material: Independent Assignments and Group Assignments References: <i>Lövei, GL (2021). Writing and publishing scientific papers: A primer for the non-English speaker. Open Book Publishers. https://doi.org/...</i></p>	
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9	Able to understand idea development techniques	Students are able to find and develop ideas	<p>Criteria: Activeness in learning (20% weight). Initiative to express opinions and ask questions (20% weight). Accuracy in answering questions and/or questions from lecturers or friends (60% weight).</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, questions and answers 2 X 50	-	<p>Material: Library Group Presentation : Pham, VPH (2021). <i>The effects of collaborative writing on students' writing fluency: An efficient framework for collaborative writing</i>. Sage Open, 11(1), 1–11. https://doi.org/...</p> <p>Material: Library Group Presentation : Purse, E., Dreyfus, S., & Jones, P. (2019). <i>Big ideas & sharp focus: Researching and developing students' academic writing across the disciplines</i>. Journal of English for Academic Purposes. https://doi.org/...</p>	5%
10	Able to understand effective sentences and paragraph development	Students are able to create effective sentences and paragraphs	<p>Criteria: 1. Activeness in learning (20% weight), & Questions and Answers. 2. initiative and courage in expressing opinions or asking questions (weight 20%) 3. Accuracy in answering questions from lecturers and friends (weight 60%)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	questions and answers and discussion 2 x 50	-	<p>Material: Presentation by Library Group: Unesa. 2014. <i>Guidelines for Writing Thesis at State University of Surabaya</i>. Surabaya: Unesa.</p> <p>Material: Library Group Presentation : Nuphanudin, Komariah, A., Shvetsova, T., Gardanova, Z., Podzorova, M., Kurniady, DA, Gladysheva, M., Dudnik, O., Taduran, RJO, & Kosov, M . (2022). <i>Effectiveness of students' motivation factors in the competency-based approach: A case study of universities in Russia and Indonesia</i>. <i>Emerging Science Journal</i>, 6(3), 578–602. https://doi.org/...</p> <p>Material: Library Group Presentation : Belcher, WL (2019). <i>Writing your journal article in twelve weeks: A guide to academic publishing success</i>. The University of Chicago Press.</p>	5%
11	Able to understand plagiarism	Students are able to distinguish between plagiarized and non-plagiarized scientific work	<p>Criteria: Activeness in learning (20% weight). Initiative to express opinions and ask questions (20% weight). Accuracy in answering questions and/or questions from lecturers or friends (60% weight).</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and questions and answers 2 X 50		<p>Material: Library Group Presentation : Maharida. (2022). <i>Training on using Mendeley for citations in writing scientific papers for students</i>. <i>Bestari Community Service Journal (JPMB)</i>, 1(9), 1063–1072.</p> <p>Material: Library Group Presentation : <i>Thesis Writing Guidebook Compilation Team</i>. 2014. <i>Unesa Thesis Writing Guidelines</i>. Surabaya: Surabaya State University</p>	5%
12	Able to understand writing references and bibliography	Students understand and are able to make references, and write reference lists correctly	<p>Criteria: Activeness in learning (20% weight). Initiative to express opinions and ask questions (20% weight). Accuracy in answering questions and/or questions from lecturers or friends (60% weight).</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions and questions and answers 2 X 50		<p>Material: How to refer to and write a reference list with examples References: Belcher, WL (2019). <i>Writing your journal article in twelve weeks: A guide to academic publishing success</i>. The University of Chicago Press.</p>	5%

13	Understand the position and function of Indonesian	Understand the history of Indonesian, Indonesian as a national language and state language	<p>Criteria: Activeness in learning (20% weight). Initiative to express opinions and ask questions (20% weight). Accuracy in answering questions and/or questions from lecturers or friends (20% weight). Product quality (40% weight).</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion and performance demonstration 2 X 50		<p>Material: Position and function of the Indonesian language Reference: Ministry of National Education Language Center. 2010. Minister of National Education Regulation No. 46 of 2009 concerning General Guidelines for Improved Indonesian Spelling. Jakarta: Ministry of Education and Culture</p>	5%
14	Understanding ethics in scientific writing	Understand the basis of ethics in scientific writing, the legal implications of ethical violations in scientific writing	<p>Criteria: Activeness in learning (20% weight). Initiative to express opinions and ask questions (20% weight). Accuracy in answering questions and/or questions from lecturers or friends (20% weight). Product quality (40% weight).</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion and performance demonstration 2 X 50		<p>Material: Ethics of scientific writing References: da Silva, JAT, Ruan, C., Yu, X., & Zeng, S. (2015). <i>International Collaboration, Scientific Ethics and Science Writing: Focus China. The Asian and Australasian Journal of Plant Science and Biotechnology</i>, 1, 38–45.</p> <p>Material: Ethics of scientific writing References: Leifler, O., Lindblom, L., Svensson, M., Gramfält, M., & Jönsson, A. (2020). <i>Teaching sustainability, ethics and scientific writing: An integrated approach. Proceedings of 2020 IEEE Frontiers in Education Conference (FIE)</i>. https://doi.org/...</p>	5%
15	Understanding Research Proposal Writing	Systematics of research proposals, practice of writing research proposals using a process approach	<p>Criteria: Activeness in learning (20% weight). Initiative to express opinions and ask questions (20% weight). Accuracy in answering questions and/or questions from lecturers or friends (60% weight).</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Discussion, questions and answers, and practice 2 X 50		<p>Material: Library group material : E. ZainalArifin. 2003. <i>Basics of Scientific Essays</i>. Jakarta: Grasindo.</p> <p>Material: Systematics of thesis writing References: Belcher, WL (2019). <i>Writing your journal article in twelve weeks: A guide to academic publishing success</i>. The University of Chicago Press.</p> <p>Material: Systematics of thesis writing Reference: Thesis Writing Guidebook Compilation Team. 2014. <i>Unesa Thesis Writing Guidelines</i>. Surabaya: Surabaya State University</p>	5%
16	Able to understand writing bibliography	Students are able to understand the learning process, the competencies achieved, the material discussed, the learning methods used, and how to carry out assessments of writing scientific papers to ensure the achievement of student competencies both hard skills and soft skills	<p>Criteria: Activeness in learning (20% weight). Initiative to express opinions and ask questions (20% weight). Accuracy in answering questions and/or questions from lecturers or friends (60% weight).</p> <p>Form of Assessment : Portfolio Assessment</p>	Discussion, questions and answers, and practice 2 X 50	- -	<p>Material: material 1 - 15 References: Winarto, YT, Suhardiyanto, T., & Choesin, EM 2016. <i>Social Science Writing: Preparing, Writing, and Observing It</i>. Jakarta: Indonesian Torch Library Foundation.</p> <p>Material: Meeting materials I-XV References: Belcher, WL (2019). <i>Writing your journal article in twelve weeks: A guide to academic publishing success</i>. The University of Chicago Press.</p>	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%

2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	30%
		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.