



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Thesis Proposal Writing	8820302226	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Ahmad Munir, Ph.D		Ahmad Munir, Ph.D			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																		
	PLO-5	Demonstrate awareness of the values, ethics, norms and responsibilities associated with academic behavior.																	
	PLO-13	Conduct research and study English language learning.																	
	PLO-15	Demonstrate oral and written competency equivalent to CEFR level B2.																	
	Program Objectives (PO)																		
	PO - 1	Being able to write a thesis proposal appropriately by utilizing available appropriate resources to write a research proposal																	
	PO - 2	Being able to communicate the ideas of the intended study which covers the rationale, research gap, research questions and to review critically relevant references, including previous related research, in order to present theoretical framework and state of the arts of the topic chosen.																	
	PO - 3	Being able to make necessary decisions when writing a thesis proposal which covers: the rationale, research gap, research questions and to review critically relevant references, including previous related research, in order to present theoretical framework and state of the arts of the topic chosen.																	
	PO - 4	Being responsible for the quality of the proposal in terms of the rationale, research gap, research questions and to review critically relevant references, including previous related research, in order to present theoretical framework and state of the arts of the topic chosen when the proposed study is carried out.																	
	PLO-PO Matrix																		
			P.O	PLO-5	PLO-13	PLO-15													
			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 introduces the students to the steps how to write a research proposal in the area of ELT. In the first half of the course covers selection of a topic for their research, the scope of the study, writing the rationale, formulating the research questions and the objectives of the study, and defining the specific terms used in the study. The second half of the semester of this course covers writing review of related literature for the proposed topic which covers theoretical framework and stating of the arts of the topic chosen. The course will be conducted through lecture, demonstration and practice in a writing workshop under Project-based learning approach.
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References	Main :
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1. Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viete, and Sue March.2020. Writing Proposal and Theses in Education. Clayton: Faculty of Education.
2. Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.
3. Tim Penulis. 2020. Buku Pedoman Penulisan Karya Ilmiah Mahasiswa FBS. Surabaya: Unesa Press.
4. Thomson Reuters. 2018. Endnote X8.
5. Various research papers of the students choice.

Supporters:

Supporting lecturer

Drs. Fahri, M.A.
 Wiwiet Eva Savitri, S.Pd., M.Pd.
 Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.
 Nur Chakim, S.Pd., M.Pd.
 Zainul Aminin, S.Pd., M.Pd.
 Suvi Akhriyah, S.Pd., M.Pd.
 Anis Trisusana, S.S., M.Pd.
 Eva Rahmawati, 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	To show understanding on what is a research proposal, why a researcher needs to write a proposal, how to write a convincing proposal.	To show understanding on what is a research proposal, why a researcher needs to write a proposal, how to write a convincing proposal.	Criteria: Written Form of Assessment : Project Results Assessment / Product Assessment	Discussion -1 Deciding on a project 2 X 50		Material: what is needed in a good research proposal References: Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viete, and Sue March.. 2020. Writing Proposals and Theses in Education. Clayton: Faculty of Education.	5%
2	1.Practice Outlining background 2.2 Planning for steps for project completion	To write the background of the study	Criteria: Written Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Practice Outlining background 2 Planning for steps for project completion 2 X 50		Material: background writing Bibliography: Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viete, and Sue March.2020. Writing Proposals and Theses in Education. Clayton: Faculty of Education.	5%

3	To write the background of the study	To write the background of the study	<p>Criteria: Written</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Practice Outlining background -3 Scheduling for project implementation 2 X 50		<p>Material: Literature review</p> <p>References: <i>Kimberley, N., & Crasling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <p>Material: background writing</p> <p>Bibliography: <i>Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viete, and Sue March.2020. Writing Proposals and Theses in Education. Clayton: Faculty of Education.</i></p>	5%
4	To write research questions	To write research questions	<p>Criteria: Clarity, feasibility, significance, ethical research questions</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Practice Writing research questions to address the gap and fulfill criteria of good research questions -4 Project completion with teacher's assistance and supervision 2 X 50		<p>Material: write clear, feasible, significant and ethical research questions</p> <p>References: <i>Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viete, and Sue March.. 2020. Writing Proposals and Theses in Education. Clayton: Faculty of Education.</i></p>	5%
5	To write the purpose of the study	To write the purpose of the study	<p>Criteria: Written</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	Based on research questions, Practice writing purposes 2 X 50		<p>Material: objectives</p> <p>Bibliography: <i>Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Viete, and Sue March.2020. Writing Proposals and Theses in Education. Clayton: Faculty of Education.</i></p>	5%

6	To communicate the ideas of the intended study which covers the rationale, problems, research questions or hypotheses, variables (if any), and terms. To review critically relevant references, including previously related research, in order to present theoretical framework and state of the arts of the topic chosen.	1.To select relevant references for the chosen topic 2.To make note on EndNote for relevant references	Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Practice Using endnotes 2 X 50		Material: make note on EndNote for relevant references Bibliography: <i>Lynette Pretorius, Anna Podorova, Raqib Chowdhury, Rosemary Vieta, and Sue March.. 2020. Writing Proposals and Theses in Education. Clayton: Faculty of Education.</i>	0%
7	To communicate the ideas of the intended study which covers the rationale, problems, research questions or hypotheses, variables (if any), and terms To review critically relevant references, including previously related research, in order to present theoretical framework and state of the arts of the topic chosen.	To write literature reviews	Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Practice Writing literature review 2 X 50			10%
8		All meets 1-7	Form of Assessment : Practice / Performance	Submitting Chapter 1 2 X 50			20%
9	To write a thesis proposal appropriately by using available appropriate resources to write a research proposal.	To write literature reviews	Form of Assessment : Practice / Performance	Writing literature review 2 X 50			0%
10	To write a thesis proposal appropriately by using available appropriate resources to write a research proposal.	To write research methods: including research design, participants, data, data collection and data analysis procedures	Form of Assessment : Practice / Performance	Writing research methods 2 X 50			0%
11	To write a thesis proposal appropriately by using available appropriate resources to write a research proposal.	To write research methods: including research design, participants, data, data collection and data analysis procedures	Form of Assessment : Practice / Performance	Practice Writing research methods 2 X 50			0%
12	To write a thesis proposal appropriately by using available appropriate resources to write a research proposal.	To write research methods: including research design, participants, data, data collection and data analysis procedures	Form of Assessment : Practice / Performance	Practice Writing research methods 2 X 50			0%
13	To communicate the ideas of the intended study which covers the rationale, problems, research questions or hypotheses, variables (if any), and terms To review critically relevant references, including previously related research, in order to present theoretical framework and state of the arts of the topic chosen.	To write research methods: including research design, participants, data, data collection and data analysis procedures	Form of Assessment : Practice / Performance	Practice Writing research methods -5 Writing report and presenting/publication of project outcomes 2 X 50			0%

14	To write a review of related literature for the proposed research To organize the ideas into logical presentation To present the ideas in an appropriate format and acceptable English	To combine all the sections/chapters of the thesis proposal into a whole final draft of research proposal	Form of Assessment : Practice / Performance	Practice Proofreading and editing-6 Evaluation process and outcomes of the project 2 X 50			0%
15	To write a review of related literature for the proposed research To organize the ideas into logical presentation To present the ideas in an appropriate format and acceptable English	To combine all the sections/chapters of the thesis proposal into a whole final draft of research proposal	Form of Assessment : Practice / Performance	Practice Proofreading and editing-6 Evaluation process and outcomes of the project 2 X 50			0%
16	Final exam: To submit thesis proposal	To submit a thesis proposal	Form of Assessment : Practice / Performance	To submit a thesis proposal 2 X 50			30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	1.67%
2.	Project Results Assessment / Product Assessment	19.17%
3.	Practice / Performance	64.17%
		85.01%

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.