



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Sentence Writing	7920202192		T=2 P=0 ECTS=3.18	7	July 18, 2024																																	
AUTHORIZATION		SP Developer	Course Cluster Coordinator		Study Program Coordinator																																	
			Dr. Ali Mustofa, S.S., M.Pd.																																	
Learning model	Case Studies																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr><td style="width: 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: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">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> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	This subject discusses the basic concepts and the steps on how to write a coherent, unified, and scientific paper using acceptable language rules and rules of writing scientific papers and having rich content. The lecture is initiated with explanations on kinds and organization of papers (ie conceptual and research papers), writing quotations, paraphrase, and summary, and also writing references. The following lectures are then more focused on writing conceptual paper and the steps of how to write it, start from writing a title, developing an introduction, making an outline for paper body, developing paper body, developing result and discussion, until writing conclusion, references, and abstract. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Bailey, S. 2011. Academic writing: A handbook for international students (Third ed.). Oxon: Routledge. 2. Coe, Norman., et.al. 1986. Writing Skills . London: Cambridge University Press. 3. Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide . New York: St. Martin 19s. 4. Oshima, Alice and Hogue, Ann. 1999. Writing Academic English. New York: Longman 																																					
	Supporters:																																					
Supporting lecturer	Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D. Prof. Slamet Setiawan, M.A., Ph.D.																																					
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 know the types and the organization of papers: Conceptual Paper Research Paper	<ol style="list-style-type: none"> 1.To mention the kinds of papers. 2.To identify the organization of Conceptual Paper. 3.To identify the organization of Research Paper. 		Discussion Lecturing Question-Answer 2 X 50			0%																															

2	To be able to write:QuotationsParaphraseSummary	<ol style="list-style-type: none"> 1.To identify direct and indirect quotations. 2.To identify paraphrase. 3.To identify summaries. 4.To differentiate paraphrases from summary. 5.To write Direct Quotations. 6.To write Indirect Quotations. 7.To write paraphrase from the given paragraphs. 8.To write a summary from the given paragraphs. 		<p>Demonstration Discussion Lecturing Question-Answer Exercises 2 X 50</p>			0%
3	To be able to write:QuotationsParaphraseSummary	<ol style="list-style-type: none"> 1.To identify direct and indirect quotations. 2.To identify paraphrase. 3.To identify summaries. 4.To differentiate paraphrases from summary. 5.To write Direct Quotations. 6.To write Indirect Quotations. 7.To write paraphrase from the given paragraphs. 8.To write a summary from the given paragraphs. 		<p>Demonstration Discussion Lecturing Question-Answer Exercises 2 X 50</p>			0%
4	To be able to document References using Reference manager	<ol style="list-style-type: none"> 1.To identify references taken from various sources. 2.To differentiate references taken from various sources. 3.To differentiate references from bibliography. 4.To write references based on the given sources 		<p>DemonstrationDiscussion Lecturing Question- Answer Exercises 2 X 50</p>			0%
5	To be able to write a title for Research paper	<ol style="list-style-type: none"> 1.To write a title for Research Paper. 2.To revise the title based on the feedback given by the lecturer. 		<p>Exercise Conference 2 X 50</p>			0%

6	To be able to develop an Introduction	<ol style="list-style-type: none"> 1.To develop an Introduction based on the title that has been consulted and revised. 2.To revise the Introduction based on the feedback given by the lecturer 		Exercise Conference 2 X 50			0%
7	To be able to write an Outline for the body of the paper	<ol style="list-style-type: none"> 1.To make an Outline for the paper body based on the Introduction that has been approved by the lecturer 2.To revise the Outline based on the feedback given by the lecturer 		Exercise Conference 2 X 50			0%
8	To be able to write an Outline for the body of the paper	<ol style="list-style-type: none"> 1.To make an Outline for the paper body based on the Introduction that has been approved by the lecturer 2.To revise the Outline based on the feedback given by the lecturer 		Exercise Conference 2 X 50			0%
9	To be able to develop Paper Body	<ol style="list-style-type: none"> 1.To develop Paper body based on the outline that has been approved by the lecturer. 2.To revise the Paper body based on the feedback given by the lecturer. 		Exercise Conference 2 X 50			0%
10	To be able to develop Paper Body	<ol style="list-style-type: none"> 1.To develop Paper body based on the outline that has been approved by the lecturer. 2.To revise the Paper body based on the feedback given by the lecturer. 		Exercise Conference 2 X 50			0%
11	To be able to develop Paper Body	<ol style="list-style-type: none"> 1.To develop Paper body based on the outline that has been approved by the lecturer. 2.To revise the Paper body based on the feedback given by the lecturer. 		Exercise Conference 2 X 50			0%

12	To be able to develop Results and Discussion	<ol style="list-style-type: none"> 1.To develop Results and Discussion based on the Introduction that has been approved by the lecturer. 2.To revise the Result and Discussion based on the feedback given by the lecturer. 		Exercise Conference 2 X 50			0%
13	To be able to develop Results and Discussion	<ol style="list-style-type: none"> 1.To develop Results and Discussion based on the Introduction that has been approved by the lecturer. 2.To revise the Result and Discussion based on the feedback given by the lecturer. 		Exercise Conference 2 X 50			0%
14	To be able to write Conclusion, References, and Abstract	<ol style="list-style-type: none"> 1.To write Conclusion References, and Abstract based on the Results and Discussion and some previous chapters (ie Introduction and Paper body) that have been approved by the lecturer. 2.To revise the Conclusion References, and Abstract based on the feedback given by the lecturer 		Exercise Conference 2 X 50			0%
15	To be able to write Conclusion, References, and Abstract	<ol style="list-style-type: none"> 1.To write Conclusion References, and Abstract based on the Results and Discussion and some previous chapters (ie Introduction and Paper body) that have been approved by the lecturer. 2.To revise the Conclusion References, and Abstract based on the feedback given by the lecturer 		Exercise Conference 2 X 50			0%

16	To be able to revise all chapters (ie Introduction, Paper body, Results and Discussion, Conclusion, References, and Abstract)	To revise all chapters (ie Introduction, Paper body, Results and Discussion, Conclusion, References, and Abstract)		2 X 50			0%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.