



**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
Thesis	7920206193	Compulsory Study Program Subjects	T=6	P=0	ECTS=9.54	7	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	.....		.....			Dr. Ali Mustofa, S.S., M.Pd.	

**Learning model** Project Based Learning

**Program Learning Outcomes (PLO)** PLO study program that is charged to the course

<b>PLO-5</b>	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement
<b>PLO-7</b>	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.
<b>PLO-10</b>	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.

**Program Objectives (PO)**

<b>PO - 1</b>	Research Design and Proposal development
<b>PO - 2</b>	Literature Review Competence
<b>PO - 3</b>	Data Collection and Analysis Proficiency
<b>PO - 4</b>	Effective Academic Writing and Communication
<b>PO - 5</b>	Critical Thinking and Proposal Solving

**PLO-PO Matrix**

		P.O	PLO-5	PLO-7	PLO-10
	PO-1				
	PO-2				
	PO-3				
	PO-4				
	PO-5				

**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																		
	PO-5																		

**Short Course Description** This advanced-level course is designed to guide students through the process of conceiving, researching, and writing a thesis or major research project with a strong emphasis on addressing real-world challenges within the framework of the United Nations Sustainable Development Goals (SDGs). The course provides students with the tools and knowledge necessary to become effective researchers and advocates for sustainable development.

**References** **Main :**

- Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). *The Craft of Research* (4th ed.). University of Chicago Press.

	<b>Supporters:</b>						
<b>Supporting lecturer</b>	Drs. Much Koiri, M.Si. Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D. Prof. Slamet Setiawan, M.A., Ph.D. Diana Budi Darma, S.S., M.Pd. Dr. Widyastuti, S.S., M.Pd. Dian Rivia Himmawati, S.S., M.Hum. Dr. Ali Mustofa, S.S., M.Pd. Lina Purwaning Hartanti, S.Pd., M.EIL. Lisetyo Ariyanti, S.S., M.Pd. Ayunita Leliana, S.S., M.Pd. Adam Damanhuri, S.S., M.Hum. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. Uci Elly Kholidah, S.S., M.A. Ephrilia Noor Fitriana, S.Hum., M.Hum. Cicilia Deandra Maya Putri, S.Hum., 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	Introduction and Course Overview	<ol style="list-style-type: none"> <li>1.Understanding of the course objectives and expectations.</li> <li>2.Ability to articulate the significance of the chosen thesis topic.</li> <li>3.Participation in the discussion on research interests and proposal submission.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.Demonstrated comprehension of the course syllabus and requirements.</li> <li>2.Clarity in expressing the importance of the selected research topic.</li> <li>3.Active participation and engagement in the introductory discussion.</li> </ol> <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Overview of the thesis course, expectations, and guidelines. Introduction to research topics and proposal submission. 2 x 50		<b>Material:</b> Introduction and Course Overview <b>Bibliography:</b> Booth, WC, Colomb, GG, Williams, JM, Bizup, J., & FitzGerald, WT (2016). <i>The Craft of Research (4th ed.)</i> . University of Chicago Press.	3%
2	Research Topic Selection	<ol style="list-style-type: none"> <li>1. Selection of a clear and well-defined research topic.</li> <li>2. Formulation of research questions that align with the chosen topic.</li> <li>3. Initial ideas on the significance of the research.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1.The appropriateness and relevance of the chosen research topic.</li> <li>2.Coherence and specificity of the formulated research questions.</li> <li>3.Demonstration of an understanding of the broader context of the research.</li> </ol> <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Discussion on choosing a research topic. Guidance on formulating research questions. 2 x 50		<b>Material:</b> Research topic selection <b>References:</b> Booth, WC, Colomb, GG, Williams, JM, Bizup, J., & FitzGerald, WT (2016). <i>The Craft of Research (4th ed.)</i> . University of Chicago Press.	3%
3	Literature Review Workshop	<ol style="list-style-type: none"> <li>1. Identification and synthesis of relevant scholarly works.</li> <li>2. Critical analysis of key theories and findings in the literature.</li> <li>3. Demonstrated ability to connect the literature to the research topic.</li> </ol>	<b>Criteria:</b> <ol style="list-style-type: none"> <li>1. Inclusion of a diverse range of high-quality sources in the literature review.</li> <li>2. Critical evaluation of theories and findings, showcasing analytical skills.</li> <li>3. Clear connections between the literature and the chosen research topic.</li> </ol> <b>Form of Assessment :</b> Participatory Activities	Tutorial on conducting a literature review. Sharing resources and strategies for effective literature searches. 2 x 50		<b>Material:</b> Literature review workshop <b>References:</b> Booth, WC, Colomb, GG, Williams, JM, Bizup, J., & FitzGerald, WT (2016). <i>The Craft of Research (4th ed.)</i> . University of Chicago Press.	3%

4	Research Proposal Development	<ol style="list-style-type: none"> <li>1. Development of a comprehensive research proposal.</li> <li>2. Clarity in presenting the research design and methodology.</li> <li>3. Ability to address questions and feedback on the proposal.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Completeness and coherence of the research proposal.</li> <li>2. Clear articulation of the research design, methods, and objectives.</li> <li>3. Responsiveness to feedback and suggestions during the proposal discussion.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Workshop on developing a strong research proposal. Peer review and feedback sessions. 2 x 50		<p><b>Material:</b> Research proposal development <b>References:</b> <i>Booth, WC, Colomb, GG, Williams, JM, Bizup, J., &amp; FitzGerald, WT (2016). The Craft of Research (4th ed.). University of Chicago Press.</i></p>	3%
5	Research Methodology	<ol style="list-style-type: none"> <li>1. Understanding of different research methodologies.</li> <li>2. Ability to justify the choice of a specific research methodology.</li> <li>3. Consideration of ethical implications in the research design.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Accuracy in explaining various research methodologies.</li> <li>2. Clear rationale for selecting a particular research methodology.</li> <li>3. Thoughtful consideration of ethical considerations in the proposed research.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Introduction to research methodology. Discussion on selecting appropriate methods for the thesis. 2 x 50		<p><b>Material:</b> Research Methodology <b>Bibliography:</b> <i>Booth, WC, Colomb, GG, Williams, JM, Bizup, J., &amp; FitzGerald, WT (2016). The Craft of Research (4th ed.). University of Chicago Press.</i></p>	3%
6	Ethical Considerations	<ol style="list-style-type: none"> <li>1. Identification of ethical considerations in the proposed research.</li> <li>2. Strategies for mitigating ethical challenges.</li> <li>3. Engagement in discussions on ethical dilemmas.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Thorough consideration of potential ethical issues related to the research.</li> <li>2. Thoughtful discussion on strategies to address and mitigate ethical concerns.</li> <li>3. Active and constructive participation in discussions on ethical dilemmas.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Overview of ethical considerations in research. Case studies and discussions on ethical dilemmas. 2 x 50		<p><b>Material:</b> Ethical Considerations <b>References:</b> <i>Booth, WC, Colomb, GG, Williams, JM, Bizup, J., &amp; FitzGerald, WT (2016). The Craft of Research (4th ed.). University of Chicago Press.</i></p>	3%
7	Progress Report 1	<ol style="list-style-type: none"> <li>1. Presentation of progress in research and proposal development.</li> <li>2. Incorporation of feedback from previous meetings.</li> <li>3. Identification and addressing of challenges faced.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Clarity in presenting progress made since the last meeting.</li> <li>2. Demonstrated responsiveness to feedback and suggestions.</li> <li>3. Honest reflection on challenges encountered and strategies for resolution.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Individual or group progress reports on research and proposal development. Peer feedback and suggestions. 2 x 50		<p><b>Material:</b> Progress report 1 <b>References:</b> <i>Booth, WC, Colomb, GG, Williams, JM, Bizup, J., &amp; FitzGerald, WT (2016). The Craft of Research (4th ed.). University of Chicago Press.</i></p>	3%

8	Data Collection and Analysis	<ol style="list-style-type: none"> <li>1. Overview of data collection procedures.</li> <li>2. Presentation of preliminary data and analysis.</li> <li>3. Discussion of challenges and strategies in data analysis.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Clear articulation of data collection methods and procedures.</li> <li>2. Preliminary data presentation showcasing an understanding of key trends.</li> <li>3. Identification and discussion of challenges in data analysis.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Strategies for data collection and analysis. Practical tips for handling and interpreting data. 2 x 50		<p><b>Material:</b> Data Collection and Analysis <b>Bibliography:</b> <i>Booth, WC, Colomb, GG, Williams, JM, Bizup, J., &amp; FitzGerald, WT (2016). The Craft of Research (4th ed.). University of Chicago Press.</i></p>	8%
9	Writing and Citation Workshop	<ol style="list-style-type: none"> <li>1. Demonstration of improved academic writing skills.</li> <li>2. Correct application of citation styles.</li> <li>3. Participation in discussions on effective writing strategies.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Improved organization and clarity in written work.</li> <li>2. Consistent and accurate use of citation styles.</li> <li>3. Engagement in discussions and incorporation of writing strategies.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Guidance on academic writing and citation styles. Tips for organizing and structuring thesis chapters. 2 x 50		<p><b>Material:</b> Writing and Citation Workshop <b>References:</b> <i>Booth, WC, Colomb, GG, Williams, JM, Bizup, J., &amp; FitzGerald, WT (2016). The Craft of Research (4th ed.). University of Chicago Press.</i></p>	3%
10	Progress Report 2	<ol style="list-style-type: none"> <li>1. Presentation of refined thesis draft.</li> <li>2. Integration of feedback from previous progress reports.</li> <li>3. Addressing of additional challenges encountered.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Improvement and refinement of the thesis draft.</li> <li>2. Incorporation of constructive feedback from earlier progress reports.</li> <li>3. Effective resolution of challenges identified during the progress report.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Second round of progress reports. Addressing challenges and refining research plans. 2 x 50		<p><b>Material:</b> Progress report 2 <b>References:</b> <i>Booth, WC, Colomb, GG, Williams, JM, Bizup, J., &amp; FitzGerald, WT (2016). The Craft of Research (4th ed.). University of Chicago Press.</i></p>	3%
11	Thesis Draft Presentation	<ol style="list-style-type: none"> <li>1. Effective oral presentation of the thesis draft.</li> <li>2. Clear communication of key findings and contributions.</li> <li>3. Responsiveness to questions and feedback.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Clarity and professionalism in oral presentations.</li> <li>2. Articulation of key findings and contributions.</li> <li>3. Demonstrated ability to engage with the audience and respond to questions.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Students present a draft of their thesis. Peer feedback and constructive criticism. 2 x 50		<p><b>Material:</b> Thesis Draft Presentation <b>References:</b> <i>Booth, WC, Colomb, GG, Williams, JM, Bizup, J., &amp; FitzGerald, WT (2016). The Craft of Research (4th ed.). University of Chicago Press.</i></p> <p><b>Material:</b> Thesis Draft Presentation <b>References:</b> <i>Booth, WC, Colomb, GG, Williams, JM, Bizup, J., &amp; FitzGerald, WT (2016). The Craft of Research (4th ed.). University of Chicago Press.</i></p>	3%

12	Editing and Revision Techniques	<ol style="list-style-type: none"> <li>1.Application of effective editing and revision strategies.</li> <li>2.Presentation of a refined and polished thesis draft.</li> <li>3.Engagement in discussions on editing techniques.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Demonstration of improved writing through effective editing.</li> <li>2.Presentation of a polished and well-organized thesis draft.</li> <li>3.Participation in discussions and application of editing strategies.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Strategies for effective editing and revision. Peer editing sessions. 2 x 50		<p><b>Material:</b> Editing and Revision Technique <b>References:</b> <i>Booth, WC, Colomb, GG, Williams, JM, Bizup, J., &amp; FitzGerald, WT (2016). The Craft of Research (4th ed.). University of Chicago Press.</i></p>	3%
13	Finalizing The Thesis	<ol style="list-style-type: none"> <li>1.Understanding of the final steps in thesis completion.</li> <li>2.Compliance with submission guidelines and deadlines.</li> <li>3.Preparedness for the upcoming oral defense.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Demonstration of awareness of finalization processes.</li> <li>2.Adherence to submission guidelines and deadlines.</li> <li>3.Readiness for the upcoming oral defense.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Tips on finalizing the thesis. Submission guidelines and deadlines. 2 x 50		<p><b>Material:</b> Finalizing The Thesis <b>References:</b> <i>Booth, WC, Colomb, GG, Williams, JM, Bizup, J., &amp; FitzGerald, WT (2016). The Craft of Research (4th ed.). University of Chicago Press.</i></p>	3%
14	Mock Defense	<ol style="list-style-type: none"> <li>1.Practice defending the thesis orally.</li> <li>2.Handling of questions and critiques.</li> <li>3.Incorporation of feedback for improvement.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Confidence and effectiveness in oral defense practice.</li> <li>2.Demonstrated ability to handle questions and critiques.</li> <li>3.Integration of feedback to enhance oral defense skills.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Practice defending the thesis orally. Faculty feedback on presentation and defense skills. 2 x 50		<p><b>Material:</b> Mock defense <b>References:</b> <i>Booth, WC, Colomb, GG, Williams, JM, Bizup, J., &amp; FitzGerald, WT (2016). The Craft of Research (4th ed.). University of Chicago Press.</i></p>	3%
15	Q&A and Final Preparation	<ol style="list-style-type: none"> <li>1.Engagement in a final Q&amp;A session.</li> <li>2.Clear communication of final preparations.</li> <li>3.Confirmation of readiness for the oral defense.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Active participation and engagement in the Q&amp;A session.</li> <li>2.Clear articulation of final preparations for the oral defense.</li> <li>3.Demonstration of mastery of the thesis content.</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Open session for questions and concerns. Final preparation tips for the defense. 2 x 50		<p><b>Material:</b> Q&amp;A and Final Preparation <b>References:</b> <i>Booth, WC, Colomb, GG, Williams, JM, Bizup, J., &amp; FitzGerald, WT (2016). The Craft of Research (4th ed.). University of Chicago Press.</i></p>	3%
16	Oral Thesis Defense	<ol style="list-style-type: none"> <li>1.Introduction</li> <li>2.Literature Review</li> <li>3.Research Methodology</li> <li>4.Data Presentation and Analysis</li> <li>5.Discussion</li> <li>6.Conclusion and Contributions</li> <li>7.Questions from the Committee</li> <li>8.Closing Statement</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Quality of Research</li> <li>2.Mastery of Content</li> <li>3.Presentation Skills</li> <li>4.Responses to Questions</li> </ol> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Each student presents and defends their thesis orally. Evaluation by a panel of faculty members. 2 x 50		<p><b>Material:</b> Oral Defense Thesis <b>References:</b> <i>Booth, WC, Colomb, GG, Williams, JM, Bizup, J., &amp; FitzGerald, WT (2016). The Craft of Research (4th ed.). University of Chicago Press.</i></p>	50%

**Evaluation Percentage Recap: Project Based Learning**

No	Evaluation	Percentage
1.	Participatory Activities	43%
2.	Project Results Assessment / Product Assessment	57%
		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.