	Universitas Negeri Surabaya Faculty of Engineering, Undergraduate Study Program, Fashion Design Education	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Writing scientific papers	8321203143		T=3	P=0	ECTS=4.77	5	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Imami Arum Tri Rahayu, S.Pd., 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

	P.O

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

Short Course Description	Study of scientific writing concepts and mastery of skills in designing research proposals (thesis) and drafting scientific articles. Learning is carried out by applying a constructivist approach, including discussions, problem solving, project-based learning, individual and group skills training, assignments, and making final reports. Assessments take the form of theory, practical, performance and portfolio tests.
References	**Main :**

1. 1. Unesa. 2015. Pedoman Penulisan Skripsi. Surabaya: University press. 2. Isaac, S & Michael, W.B. (1981). *Handbook In Research and Evaluation* , Second Edition. California: EDITS publisher. 3. Gall, M.D; Gall, J.P & Borg, W.R. (2003). *Educational Research: An Introduction* . Seventh edition. Boston: Pearson Education Inc. 4. Wiersma, W & Jurs, S.G. (1995). *Research Methods In Education,* Sixth edition. Boston: Allyn & Bacon. 5. Balnaves, M & Caputi, P. (2001). *Quantitative: Introduction to Quantitative Research Methods* . London: SAGE Publication Ltd. 6. Sugiyono. (2008). *Metode Penelitian Pendidikan: Kuantitatif, Kualitatif dan R&D* . Bandung: Alfabeta. 7. Wiriaatmadja, R. (2005). *Metode Penelitian Tindakan Kelas.* Bandung: Remaja Rosdakarya. 8. Suharsimi Arikunto. 2015. *Prosedur Penelitian (Suatu Pendekatan Praktek).* Jakarta: Rineka Cipta. 9. Sujana. 1995. *Desain dan Analisis Eksperimen* . Bandung: Tarsito.

Supporters:	
Supporting lecturer	Prof. Dr. Marniati, S.E., M.M. Dr. Lutfiyah Hidayati, 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	Understanding course RPS and agreeing on lecture contracts Writing Scientific Papers Understanding the basic concepts of writing scientific papers (theses and articles)	1. Explain the definition of scientific writing 2. Explain the scope of writing scientific papers 3. Outline the Code of Ethics for Writing Scientific Papers	**Criteria:** 1 - 100	Presentations, discussions, assignments 2 X 50			0%
2	Students understand the contents of research and non-research/library review thesis results	1. Explain the contents of the thesis resulting from Quantitative research 2. Explain the contents of the thesis resulting from Qualitative research 3. Explain the contents of the thesis resulting from Class Action research 4. Explain the contents of the thesis resulting from development research 5. Describe the contents of the non-research/literature review thesis	**Criteria:** 1 - 100	Presentations, discussions, assignments 6 X 50			0%
3	Students understand the contents of research and non-research/library review thesis results	1. Explain the contents of the thesis resulting from Quantitative research 2. Explain the contents of the thesis resulting from Qualitative research 3. Explain the contents of the thesis resulting from Class Action research 4. Explain the contents of the thesis resulting from development research 5. Describe the contents of the non-research/literature review thesis	**Criteria:** 1 - 100	Presentations, discussions, assignments 6 X 50			0%
4	Students understand the contents of research and non-research/library review thesis results	1. Explain the contents of the thesis resulting from Quantitative research 2. Explain the contents of the thesis resulting from Qualitative research 3. Explain the contents of the thesis resulting from Class Action research 4. Explain the contents of the thesis resulting from development research 5. Describe the contents of the non-research/literature review thesis	**Criteria:** 1 - 100	Presentations, discussions, assignments 6 X 50			0%

5	Students understand the Thesis Proposal Format with Quantitative, Qualitative, Class Action and Development Approaches	1. Explain the thesis proposal format with a quantitative research approach 2. explain the thesis proposal format with the qualitative research approach 3. explain the thesis proposal format with the classroom action research approach 4. explain the thesis proposal format with the development research approach	**Criteria:** 1 - 100	Presentations, discussions, assignments Modeling, observation and reflection 6 X 50			0%
6	Students understand the Thesis Proposal Format with Quantitative, Qualitative, Class Action and Development Approaches	1. Explain the thesis proposal format with a quantitative research approach 2. explain the thesis proposal format with the qualitative research approach 3. explain the thesis proposal format with the classroom action research approach 4. explain the thesis proposal format with the development research approach	**Criteria:** 1 - 100	Presentations, discussions, assignments Modeling, observation and reflection 6 X 50			0%
7	Students understand the Thesis Proposal Format with Quantitative, Qualitative, Class Action and Development Approaches	1. Explain the thesis proposal format with a quantitative research approach 2. explain the thesis proposal format with the qualitative research approach 3. explain the thesis proposal format with the classroom action research approach 4. explain the thesis proposal format with the development research approach	**Criteria:** 1 - 100	Presentations, discussions, assignments Modeling, observation and reflection 6 X 50			0%
8				2 X 50			0%
9	Students understand the format of research articles, non-research results, and paper format	1. Explaining the main characteristics of the research article format. 2. Content and systematics of the non-research article format. 3. Organizing the content and format of the paper	**Criteria:** 1 -100	Presentation, discussion, assignment Modeling, observation and reflection 3 X 50			0%
10	Students understand the format of research articles, non-research results, and paper format	1. Explaining the main characteristics of the research article format. 2. Content and systematics of the non-research article format. 3. Organizing the content and format of the paper	**Criteria:** 1 -100	Presentation, discussion, assignment Modeling, observation and reflection 3 X 50			0%

11	Students understand writing techniques, writing systems, referencing and citing	1. Explaining techniques for writing scientific works 2. Explaining the systematics of writing scientific works 3. Explaining references and citations in writing scientific works	**Criteria:** 1 - 100	Presentation, discussion, assignment Modeling, observation and reflection 3 X 50			0%
12	Students understand writing techniques, writing systems, referencing and citing	1. Explaining techniques for writing scientific works 2. Explaining the systematics of writing scientific works 3. Explaining references and citations in writing scientific works	**Criteria:** 1 - 100	Presentation, discussion, assignment Modeling, observation and reflection 3 X 50			0%
13	Students have an honest and responsible attitude in presenting educational research proposals in the field of fashion design	1. Explain the techniques for conducting educational research proposal seminars in the field of fashion 2. Explain the presentation system at research proposal seminars 3. Present research designs at research proposal seminars	**Criteria:** 1 - 100	Presentation, discussion, assignment Modeling, observation and reflection 4 X 50			0%
14	Students have an honest and responsible attitude in presenting educational research proposals in the field of fashion design	1. Explain the techniques for conducting educational research proposal seminars in the field of fashion 2. Explain the presentation system at research proposal seminars 3. Present research designs at research proposal seminars	**Criteria:** 1 - 100	Presentation, discussion, assignment Modeling, observation and reflection 4 X 50			0%
15				2 X 50			0%
16							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.