



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**Undergraduate Study Program in Indonesian Language and Literature Education**

**Document Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Writing skills	8820104059		T=4	P=0	ECTS=6.36	4	July 4, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dra. Trinil Dwi Turistiani, M.Pd.		Dra. Trinil Dwi Turistiani, M.Pd.			Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.	

<b>Learning model</b>	<b>Project Based Learning</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																	
	<b>PLO-8</b>	Mastering basic concepts of language, literature, language and literature skills, language and literature research; Mastering the basic concepts and learning of language and literature, research in the field of language and literature education; Mastering theoretical concepts of the development of Indonesian language and literature learning, both for native speakers, foreign speakers, and children with special needs; Mastering the principles and management of entrepreneurship and learning Indonesian language and literature																																
	<b>Program Objectives (PO)</b>																																	
	<b>PLO-PO Matrix</b>																																	
		<table border="1" style="margin: auto;"> <tr> <td style="width: 50px;">P.O</td> <td style="width: 50px;">PLO-8</td> </tr> </table>	P.O	PLO-8																														
	P.O	PLO-8																																
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																		
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

<b>Short Course Description</b>	Discussion of aspects of writing skills in various forms by utilizing the concepts of spelling, diction, sentences, paragraphs, writing organization and techniques for writing scientific papers through class meeting activities, laboratory training and simulations to produce various forms of text (literary and non-literary) in the field of language and Indonesian literature and its learning to be presented in class discussions and exhibitions/departments of the department's work.
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<b>References</b>	<b>Main :</b>	
		<ol style="list-style-type: none"> <li>1. Ahmadi, Anas. 2015. Psikologi Menulis . Yogyakarta: Ombak.</li> <li>2. Bird, Carmel. 2001. Menulis dengan Emosi. Terj. Yogyakarta: Kaifa.</li> <li>3. Djaelani, Anwar. 2012. Warnai Dunia dengan Menulis . Surabaya: Inpas.</li> <li>4. Eneste, Pamusuk. 2009. Proses Kreatif: Jilid I – IV. Jakarta: Kepustakaan Populer Gramedia (KPG).</li> <li>5. Odell, Lee, et. Al. 2007. Element of Language . London: Harcourt Education.</li> <li>6. Kisyani-Laksono, dkk. 2008 Penyuntingan . Jakarta: Universitas Terbuka. Laksana, A.S. 2013. Creative writing . Jakarta: Gagas Media.</li> <li>7. Miller, Robert K. 2006. Motives for Writin. Fifth Edition . Mc-Grill: New York. Munsyi, Alif Danya. 2012. Menjadi Penulis, Siapa Takut? . Yogyakarta: Kaifa.</li> <li>8. Sartre, Jean Paul. 2001. Les Mots. Terj . Jakarta: Gramedia. Siswanto, Wahyudi. 2014. Cara Menulis Cerita . Malang: Aditya Media</li> </ol>
	<b>Supporters:</b>	

<b>Supporting lecturer</b>	Dra. Trinil Dwi Turistiani, M.Pd.
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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	Understand and master the concepts, objectives, benefits, stages and supporting factors of writing skills and their relationship with other language skills.	<ol style="list-style-type: none"> <li>1. Concepts, goals and benefits of writing skills.</li> <li>2. Stages in writing skills.</li> <li>3. Factors supporting writing skills.</li> <li>4. The relationship between writing skills and three other language skills.</li> </ol>	<p><b>Criteria:</b> Compliance with the answer key</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Explanations, questions and answers, discussions and assignments 2 X 50		<p><b>Material:</b> Definition and purpose of writing <b>References:</b> <i>Ahmadi, Anas. 2015. Psychology of Writing. Yogyakarta: Waves.</i></p> <hr/> <p><b>Material:</b> Stages and supporting factors for writing <b>References:</b> <i>Eneste, Pamusuk. 2009. Creative Process: Volumes I – IV. Jakarta: Gramedia Popular Literature (KPG).</i></p>	5%
2	Understand and master the concepts, objectives, benefits, stages and supporting factors of writing skills and their relationship with other language skills.	<ol style="list-style-type: none"> <li>1. Concepts, goals and benefits of writing skills.</li> <li>2. Stages in writing skills.</li> <li>3. Factors supporting writing skills.</li> <li>4. The relationship between writing skills and three other language skills.</li> </ol>	<p><b>Criteria:</b> Compliance with the answer key is converted to a value of 100</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Explanations, questions and answers, discussions and assignments 2 X 50		<p><b>Material:</b> The relationship between writing and listening, speaking and reading <b>References:</b> <i>Ahmadi, Anas. 2015. Psychology of Writing. Yogyakarta: Waves.</i></p> <hr/> <p><b>Material:</b> The relationship between writing and 3 other language skills. <b>Reference:</b> <i>Eneste, Pamusuk. 2009. Creative Process: Volumes I – IV. Jakarta: Gramedia Popular Literature (KPG).</i></p>	0%

3	Explain and distinguish between types of scientific, semi-scientific and non-scientific essays or writing	<ol style="list-style-type: none"> <li>1.Explain the characteristics of each type of essay or writing</li> <li>2.Able to distinguish types of essays or writing</li> </ol>	<p><b>Criteria:</b> Compliance with the assessment rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Contextual and Cooperative Learning 2 X 50		<p><b>Material:</b> Types of essays <b>Reader:</b> <i>Eneste, Pamusuk. 2009. Creative Process: Volumes I – IV. Jakarta: Gramedia Popular Literature (KPG).</i></p> <hr/> <p><b>Material:</b> Various types of writing <b>Reader:</b> <i>Djaelani, Anwar. 2012. Color the World by Writing. Surabaya: Inpas.</i></p>	5%
4	Understand and be able to prepare plans, topics and titles, as well as the stages in writing scientific papers	<ol style="list-style-type: none"> <li>1.Explain and plan a scientific essay</li> <li>2.Understand and be able to determine the topic and title of a scientific essay</li> <li>3.Explain and show the stages of writing a scientific paper</li> </ol>	<p><b>Criteria:</b> According to the performance rubric</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Discussion in the context of Project Based Learning 2 X 50		<p><b>Material:</b> Writing process <b>References:</b> <i>Eneste, Pamusuk. 2009. Creative Process: Volumes I – IV. Jakarta: Gramedia Popular Literature (KPG).</i></p> <hr/> <p><b>Material:</b> Process of producing written work <b>Reader:</b> <i>Djaelani, Anwar. 2012. Color the World by Writing. Surabaya: Inpas.</i></p>	5%
5	Understand and be able to prepare plans, topics and titles, as well as the stages in writing scientific papers	<ol style="list-style-type: none"> <li>1.Explain and plan a scientific essay</li> <li>2.Understand and be able to determine the topic and title of a scientific essay</li> <li>3.Explain and show the stages of writing a scientific paper</li> </ol>	<p><b>Criteria:</b> According to the performance rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p><b>Material:</b> Writing process <b>References:</b> <i>Eneste, Pamusuk. 2009. Creative Process: Volumes I – IV. Jakarta: Gramedia Popular Literature (KPG).</i></p> <hr/> <p><b>Material:</b> Process of producing written work <b>Reader:</b> <i>Djaelani, Anwar. 2012. Color the World by Writing. Surabaya: Inpas.</i></p>	5%

6	Understand and be able to prepare plans, topics and titles, as well as the stages in writing scientific papers	<ol style="list-style-type: none"> <li>1.Explain and plan a scientific essay</li> <li>2.Understand and be able to determine the topic and title of a scientific essay</li> <li>3.Explain and show the stages of writing a scientific paper</li> </ol>	<p><b>Criteria:</b> According to the performance rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p><b>Material:</b> Writing process</p> <p><b>References:</b> <i>Eneste, Pamusuk. 2009. Creative Process: Volumes I – IV. Jakarta: Gramedia Popular Literature (KPG).</i></p> <hr/> <p><b>Material:</b> Process of producing written work</p> <p><b>Reader:</b> <i>Djaelani, Anwar. 2012. Color the World by Writing. Surabaya: Inpas.</i></p>	5%
7	Understand, master concepts, and be able to use good and correct Indonesian in writing scientific papers	<ol style="list-style-type: none"> <li>1.Understand, master concepts, and be able to use Indonesian spelling in writing scientific papers</li> <li>2.Understand, master concepts, and be able to use word choices (diction) in writing scientific papers</li> <li>3.Understand, master concepts, and be able to use effective sentences in writing scientific papers</li> <li>4.Understand, master concepts, and be able to compose paragraphs in writing scientific papers</li> </ol>	<p><b>Criteria:</b> Compliance with the assessment rubric</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p><b>Material:</b> Use of Indonesian in written works</p> <p><b>Reader:</b> <i>Kisyani-Laksono, et al. 2008 Editing . Jakarta: Open University. Laksana, AS 2013. Creative writing. Jakarta: Gagas Media.</i></p>	5%

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11	Understand, master concepts, and be able to use good and correct Indonesian in writing scientific papers	<ol style="list-style-type: none"> <li>1. Understand, master concepts, and be able to use Indonesian spelling in writing scientific papers</li> <li>2. Understand, master concepts, and be able to use word choices (diction) in writing scientific papers</li> <li>3. Understand, master concepts, and be able to use effective sentences in writing scientific papers</li> <li>4. Understand, master concepts, and be able to compose paragraphs in writing scientific papers</li> </ol>	<p><b>Criteria:</b> Compliance with the assessment rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Project Based Learning 2 X 50		<p><b>Material:</b> Use of Indonesian in written works</p> <p><b>Reader:</b> <i>Kisyani-Laksono, et al. 2008 Editing . Jakarta: Open University. Laksana, AS 2013. Creative writing. Jakarta: Gagas Media.</i></p>	10%

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14	Understand concepts and be able to edit scientific papers	<ol style="list-style-type: none"> <li>1.Understand the concept of editing</li> <li>2.Editing scientific papers</li> </ol>	<p><b>Criteria:</b> Compliance with the rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Discussion and assignment 2 X 50		<p><b>Material:</b> Concept of editing scientific papers</p> <p><b>References:</b> <i>Kisyani-Laksono, et al. 2008 Editing . Jakarta: Open University. Laksana, AS 2013. Creative writing. Jakarta: Gagas Media.</i></p>	5%
15	Compile quotations and bibliography	<ol style="list-style-type: none"> <li>1.Compile various types of quotes</li> <li>2.Compile a bibliography</li> </ol>	<p><b>Criteria:</b> Compliance with assessment keys and rubrics</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Discussion and assignment 2 X 50		<p><b>Material:</b> Citations and reference list</p> <p><b>Bibliography:</b> <i>Eneste, Pamusuk. 2009. Creative Process: Volumes I – IV. Jakarta: Gramedia Popular Literature (KPG).</i></p> <hr/> <p><b>Material:</b> Citing techniques and bibliography Reference : <i>Kisyani-Laksono, et al. 2008 Editing . Jakarta: Open University. Laksana, AS 2013. Creative writing. Jakarta: Gagas Media.</i></p>	10%
16	Compile quotations and bibliography	<ol style="list-style-type: none"> <li>1.Compile various types of quotes</li> <li>2.Compile a bibliography</li> </ol>	<p><b>Criteria:</b> Compliance with assessment keys and rubrics</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Discussion and assignment 2 X 50		<p><b>Material:</b> Citations and reference list</p> <p><b>Bibliography:</b> <i>Eneste, Pamusuk. 2009. Creative Process: Volumes I – IV. Jakarta: Gramedia Popular Literature (KPG).</i></p> <hr/> <p><b>Material:</b> Citing techniques and bibliography Reference : <i>Kisyani-Laksono, et al. 2008 Editing . Jakarta: Open University. Laksana, AS 2013. Creative writing. Jakarta: Gagas Media.</i></p>	10%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	7.5%
2.	Project Results Assessment / Product Assessment	65%
3.	Portfolio Assessment	25%
4.	Practice / Performance	2.5%



### 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.