

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

ourses			CODE		Course Family	0	Credit We	ight	SEMESTER	Compilation Date				
riting Scie	ntific Papers	:	8820104211		Compulsory Study	٦	=4 P=0	ECTS=6.36	6	January 25, 2024				
UTHORIZA	TION	:	SP Develop	er	Program Subjects	Course C	luster C	oordinator	Study Program	6 January 25, 2024 y Program Coordinator Prof. Dr. Anas Ahmadi, S.Pd., M.Pd. earning and entrepreneurial spirit d of expertise and in accordance with we rature research; Mastering the basic education; Mastering theoretical concer speakers, and children with special ne				
			Dr. Riki Nası	ullah, M.Hum.					Prof. Dr. A	nas Ahmadi, S.Pd., M.Pd.				
earning nodel	Project Based	Learning												
rogram	PLO study pr	ogram wl	ogram which is charged to the course											
earning outcomes	PLO-2	Demon	nstrate the ch	aracter of being	tough, collaborative	, adaptive,	innovativ	e, inclusive, lif	elong learning and	l entrepreneurial spirit				
PLO)	PLO-3			ical, systematic rds in the field c		g in carrying	g out spea	cific work in the	eir field of expertis	e and in accordance with wo				
	PLO-4	· ·		ntinuously and										
	PLO-8	Masteri concep the dev	ing basic cor ots and learni /elopment of	ncepts of langua ng of language Indonesian lang	ge, literature, langua and literature, resea	earning, bo	oth for nat	ive speakers,	foreign speakers,	and children with special nee				
	Program Obje	ectives (P	PO)											
	PO - 1	Introduc	ction to Scier	ntific Research										
	PO - 2	Ideas a	nd Topics fo	r Writing Scienti	fic Papers									
	PO - 3	Resear	ch methodol	ogy										
	PO - 4	Practice	Practice of Writing Scientific Papers: Scientific Articles											
	PO - 5	Resear	ch Ethics											
	PO - 6	Framev	vork for Writi	ng Scientific Pa	pers: Scientific Article	es and Pap	ers							
	PO - 7	Framev	vork for Writi	ng Scientific Wo	ork: Theses, Theses	and Disser	ations							
	PO - 8	Framev	vork for Writi	ng Scientific Pa	pers: Feature Articles	S								
	PO - 9	Practice	e of Writing S	cientific Papers	: Scientific Articles									
	PO - 10	Referer	nce and Citat	ion Managemer	nt in Writing Scientific	c Papers								
	PO - 11	-	-	s of Scientific Pa	aper									
	PO - 12		tion of Scien	tific Works										
	PLO-PO Matr	IX												
			P.0	PLO-2	PLO-3	PLC)-4	PLO-8						
			PO-1	1	1	1								
			PO-2	1	-	1								
			PO-3	1				1	-					
			PO-4		-				_					
			PO-5	1		-			_					
			PO-6		· ·				_					
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			PO-8						_					
			PO-9						_					
			PO-10						_					
			PO-11			~			_					
			PO-12			-								

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			PO-11														
			PO-12														
Short Course Descript Referen	tion contextua applicatio	I and releva	g Writing" course nd writing skills. ant to real needs g science and te	s in the	field of	f languag	ge and I	iterature, a	s well a	guage an ning (PBI s improvi	d Literature _) approach ng skills in s	Educatio to facilit olving p	n Study ate stud roblems	Program ents in o in writing	n with the conducti g scienti	e aim o ng rese fic pape	f develor earch tha ers and th
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1	1.Students can	1.Understanding	Criteria:	Explanations,		Material: Understanding Scientific	4%
	understand and	of Basic	1.A (Very Good):	questions and		Work	
	explain the basic	Concepts:	Students	answers,		Library: Efendi, A., Rosiah,	
	concepts of	Students	accurately	discussions		Susilawati, Nuraeni, A., &	
	scientific	demonstrate a	understand and	and		Noviansyah, W. (2021). Book	
	research	strong	apply basic	assignments		Basics of Writing Scientific	
	2.Students are	understanding	concepts, types	4 X 50		Writing. Yogyakarta: Deepublish.	
	able to identify	of the basic	and objectives of				
	the specific	concepts of	research, and			Material: Types of Scientific Work	
	objectives of	scientific	formulate research			Literature: Efendi, A., Rosiah,	
	various types of	research	questions that are			Susilawati, Nuraeni, A., &	
	research	through	very relevant and			Noviansyah, W. (2021). Book	
		discussions	clear.			Basics of Writing Scientific Writing. Yogyakarta: Deepublish.	
		and written	2.B (Good):			whiting. Yogyakana. Deepublish.	
		assignments.	Students have a				
		2.Identification of	good				
		Research	understanding of				
		Types and	the material with				
		Objectives:	some minor errors				
		Students' ability	in applying				
		to identify and	concepts or				
		explain the	formulating				
		types and	research				
		objectives of	questions.				
		different	3.C (Fair): The				
		research in	student shows				
		case studies.	basic				
			understanding with				
			some obvious				
			errors in the				
			identification of the				
			type and purpose				
			of research or in				
			the formulation of				
			research				
			questions.				
			4.D (Poor): Students'				
			understanding of				
			the concepts, types				
			and objectives of				
			research is lacking,				
			with significant				
			errors in				
			formulating				
			research				
			questions.				
			5.E (Very Poor):				
			Students fail to				
			demonstrate an				
			understanding of				
			the basic concepts,				
			types and				
			objectives of				
			research, and are				
			unable to formulate				
			relevant research				
			questions.				
			Forms of Assessment				
			: Participatory Activities,				
			Participatory Activities, Proiect Results				
			Assessment / Product				
			Assessment, Practices /				
			Performance				
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2	 Students can understand and explain the basic concepts of writing scientific papers, including the characteristics, objectives and importance of scientific works. Students are able to identify and differentiate various types of scientific work, such as journal articles, research reports, literature reviews, theses, theses and dissertations. Students can formulate ideas for writing scientific papers that suit specific types and purposes. 	 Understanding Basic Concepts: Students' ability to explain the basic concepts of writing scientific papers and their importance for the development of science. Identification of Types of Scientific Work: Students' ability to identify and differentiate various types of scientific work along with their objectives and characteristics. Formulation of Writing Ideas: Clarity and relevance of writing ideas formulated by students based on the type of scientific work. 	Criteria: 1.A (Very Good): Students demonstrate a comprehensive understanding of the basic concepts and types of scientific work, and are able to formulate creative and relevant writing ideas with clear scientific objectives. 2.B (Good): Students have a good understanding of the concepts and types of scientific work, with the ability to formulate relevant writing ideas. 3.C (Fair): Students show basic understanding with some errors or deficiencies in identifying types of scientific work and formulating writing ideas. 4.D (Poor): Students have significant difficulties in understanding the concepts and types of scientific work, as well as difficulties in formulating relevant writing ideas. 5.E (Very Poor): Students fail to understand the basic concepts and types of scientific work, and are unable to formulate appropriate writing ideas. Form of Assessment :		Material: types of scientific work Library: https://ebook.twointomedia.com/ Material: type of scientific work Reader: Raharjo, Resdianto Permata. 2022. Higher Education Indonesian Language Learning Module. Sukabumi: Main Haura. Material: types of scientific work Library: https://scholar.google.com/ Material: type of scientific work Library: https://sinta.kemdikbud.go.id/ Material: type of scientific work Bibliography: Lebrun, Jena-Luc. 2007. Scientific Writing: A Reader and Writer's Guide. London: World Scientific Publishing Co. Pte. Ltd.	4%
3	 Students can identify and select research topics that are relevant, innovative, and can be implemented in the context of Indonesian language and literature. Students are able to formulate research problems that are specific, measurable, and can be answered through research. 	 Ability to formulate topics: Students demonstrate the ability to select and formulate relevant and specific research topics. Creativity and Innovation: Students demonstrate creativity in identifying innovative and under- researched topics. 	Tests Criteria: 1.A (Very Good): Students clearly and creatively formulate research topics that are innovative, relevant, and worthy of research with specific and measurable problem formulation. 2.B (Good): Students formulate relevant research topics and have quite specific problem formulations, although less innovative. 3.C (Fair): Students formulate relevant research topics but the problem formulation is less specific or less innovative. 4.D (Poor): Students have difficulty formulating relevant research topics and formulating relevant research topics and formulating relevant research topics and formulating specific problems. Form of Assessment : Participatory Activities, Practice/Performance	Explanation, Discussion, Brainstorming, and Case Study 4 X 50	Material: Ideas and Topics for Scientific Writing References: Lebrun, Jena-Luc. (2007). Scientific Writing: A Reader and Writer's Guide. London: World Scientific Publishing Co. Pte. Ltd. Material: Search for Relevant Ideas and Topics for Writing Scientific Papers Library: https://sinta.kemdikbud.go.id/ Material: Search for Relevant Ideas and Topics for Writing Scientific Papers Library: http://scopus.com/	4%

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4	1.Students can	1.Methodology	Criteria:	Explanations,		Material: Research Methodology	4%
	understand and	Selection:	1.A (Excellent): The	Discussions,		in Writing Scientific Papers	-
			student shows an	Practical		References: Thomas, CG (2022).	
	choose	Accuracy in		Exercises,		Research Methodology and	
	appropriate	selecting a	excellent	Assignments.		Scientific Writing. New York:	
	research	research	understanding of	4 X 50		Springer.	
	methodologies	methodology	selecting and	- 7 30		opiniger.	
	for their studies,	that is	applying				
	including	appropriate to	appropriate				
	distinguishing	the research	research				
	between	topic and	methodology, a				
	qualitative and	questions.	detailed and logical				
	quantitative	2.Research	research				
	approaches.	Framework	framework, and				
			writing a clear and				
	2.Students are	Design: Ability	comprehensive				
	able to design a	to design a					
	research	cohesive	methodology				
	framework,	research	section.				
	including	framework,	2.B (Good): The				
	forming	including	student shows				
	hypotheses,	hypothesis	good				
	selecting data	formulation and	understanding with				
	collection	selection of	some minor				
	techniques, and	data collection	weaknesses in the				
	data analysis	and analysis	choice of				
	methods	techniques.	methodology,				
	3.Students	3.Writing the	design of the				
			research				
	develop skills in	Methodology					
	writing a	Section: Clarity,	framework, or details in writing				
	methodology	logic, and detail	0				
	section in a	in writing the	the methodology.				
	research	methodology	3.C (Fair): Student				
	proposal or	section of a	shows sufficient				
	report that is	research	understanding with				
	clear, logical,	proposal or	some obvious				
	and replicable	report.	deficiencies in the				
			choice of				
			methodology,				
			research				
			framework, or				
			methodological				
			writing.				
			4.D (Poor): Students				
			have significant				
			difficulties in				
			understanding or				
			applying				
			appropriate				
			research				
			methodology, with				
			an unclear				
			research				
			framework or				
			methodological				
			writing that lacks				
			detail.				
			5.E (Very Poor): The				
			student fails to				
			demonstrate a				
			basic				
			understanding of				
			research				
			methodology, with				
			an incoherent				
			research				
			framework and				
			very poor				
			methodological				
			writing.				
			withing.				
			Form of Assessment :				
			Participatory Activities,				
			Practice/Performance				
1 1			r ractice/r enormance				

5	1.Students can	1.Understanding	Criteria:	Lectures,		Material: non-research scientific	4%
	understand and	of Ethical	1.A (Excellent):	Case Studies,		articles research results	
	explain the basic	Principles:	Students	and Role		Library: FBS Unesa. 2019.	
	principles of	Students' ability	demonstrate an	Playing		Thesis Writing Guide. Surabaya:	
				4 X 50		Surabaya State University	
	research ethics	to explain the	excellent				
	in the context of	principles of	understanding of			Material: non-research scientific	
	scientific	research ethics	research ethics,			articles research results	
	research.	and their	can identify and			Library:	
	2.Students are	importance in	handle ethical				
	able to identify	scientific	issues effectively,			https://ebook.twointomedia.com/	
	potential ethical	research.	and apply ethical				
	problems in	2.Identification of	principles with			Material: non-research scientific	
						article research results	
	research and	Ethical Issues:	consistency in			Reader: Raharjo, Resdianto	
	how to	Ability to	research.			Permata. 2022. Higher Education	
	overcome them.	identify	2.B (Good): Student			Indonesian Language Learning	
	3.Students	potential ethical	has a good			Module. Sukabumi: Main Haura.	
	develop the	issues in	understanding of				
	ability to apply	research	research ethics,				
	research ethics	scenarios and	identifies ethical				
	in the design	devise	problems and				
	and conduct of	appropriate	offers feasible				
			solutions, with				
	their research,	solutions.					
	including subject	3.Application of	generally good				
	protection,	Research	application of				
	confidentiality,	Ethics: Skills in	ethical principles.				
	and data	applying	3.C (Fair): The				
	integrity.	research ethics	student				
	0,1	principles in the	demonstrates a				
		design and	basic				
		implementation	understanding of				
			research ethics				
		of research,					
		including	and encounters				
		providing	difficulties in				
		informed	identifying or				
		consent and	resolving ethical				
		ethical data	issues, with				
		management.	sufficient				
		management.	application of				
			ethical principles.				
			4.D (Poor): Student				
			has significant				
			difficulty				
			understanding				
			research ethics,				
			difficulty identifying				
			ethical issues, and				
			inconsistent				
			application of				
			ethical principles.				
			5.E (Very Poor):				
			Students fail to				
			demonstrate an				
			understanding of				
			research ethics,				
			are unable to				
			identify ethical				
			issues, and do not				
			apply ethical				
			principles in				
			research.				
			Forme of Accordent				
			Forms of Assessment				
			Dorticipator (Activiti				
			Participatory Activities,				
			Practice/Performance,				
			Tests				
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6	1.Students can	1.Understanding	Criteria:	Lectures,	Material: Framework for Scientific	4%
	understand the	the Structure of	1.A (Very Good):	Discussions	Work	
	structure and	Scientific	The student shows	and Practices	Literature: Efendi, A., Rosiah,	
	main	Articles/Papers:	an excellent		Susilawati, Nuraeni, A., &	
	components in	Students' ability	understanding of		Noviansyah, W. (2021). Book	
	writing articles	to identify and	the structure of		Basics of Writing Scientific	
	and scientific	explain the	scientific		Writing. Yogyakarta: Deepublish.	
	papers.	main	articles/papers,			
	2.Students are	components of	develops a very		Material: Framework for Scientific	
	able to develop	a scientific	logical and		Work	
	a logical and	article or paper.	coherent writing		References: Peat, Jennifer.	
	coherent writing	2.Quality of	framework, and		(2002). Scientific Writing: Easy	
	framework for	Writing	writes with a clear.		when you know how. London:	
	scientific articles	Framework:	concise and		BMJ Books.	
	or papers based		effective technique.			
		The quality of	2.B (Good): The			
	on applicable	the writing	student has a good			
	scientific writing	framework	0			
	standards.	developed by	understanding of			
	3.Students can	students for	structure and			
	apply scientific	scientific	successfully			
	writing	articles or	develops a logical			
	techniques to	papers,	writing framework,			
	produce clear,	including logic	with writing that is			
	concise and	and coherence.	generally clear and			
	effective	3.Scientific	concise.			
	manuscripts.	Writing	3.C (Fair): Student			
		Techniques:	demonstrates a			
		Clarity,	basic			
		conciseness,	understanding of			
		and	structure and			
		effectiveness in	develops a writing			
		writing scientific	framework with few			
		manuscripts,	deficiencies in logic			
		including the	or coherence, with			
		use of	moderately			
		appropriate	effective writing			
		language and	technique.			
		scientific writing	4.D (Poor): Students			
		style.	have difficulty			
			understanding the			
			structure of			
			scientific			
			articles/papers,			
			develop a writing			
			framework that is			
			less logical or			
			coherent, and have			
			less effective			
			writing techniques.			
			5.E (Very Poor): The			
			student fails to			
			demonstrate an			
			understanding of			
			structure, cannot			
			develop a coherent			
			writing framework,			
			and has many			
			errors in writing technique.			
			technique.			
			Forms of Assessment			
			Participatory Activities,			
			Project Results			
			Assessment / Product			
			Assessment, Practice /			
			Performance, Tests			

7	 Students can understand the structural differences and requirements between thesis, thesis and dissertation. Students are able to design a detailed and comprehensive writing framework for a thesis or dissertation that meets academic standards. Students can apply scientific writing techniques to compose research documents that are coherent, clear and effective. 	 Understanding Document Structure: Students' ability to identify appropriate structures for theses, theses and dissertations. Quality of Writing Framework: The quality of the writing framework developed by the student, including organization, logic, and clarity. Application of Scientific Writing Techniques: Effectiveness in using scientific writing 	Criteria: 1.A (Excellent): The student demonstrates an excellent understanding of the structure and requirements of the document, develops a highly organized and coherent writing framework, and writes with a clear and effective technique. 2.B (Good): Student has a good understanding of structure and requirements, with an organized writing framework and writing that is generally clear and coherent. 3.C (Fair): Student demostrates basic	Lectures, Discussions, and Assignments	Material: Scientific Work Framework: Theses, Theses and Dissertations Library: FBS Unesa. (2019). Thesis Writing Guide. Surabaya: Surabaya State University	4%
8	compose research documents that are coherent, clear and	3. Application of Scientific Writing Techniques: Effectiveness in using scientific writing techniques to compose clear and coherent manuscripts. 4. Students are able to compose non- research scientific articles Students are able to compose scientific	writing framework and writing that is generally clear and coherent. 3.C (Fair): Student demonstrates	Assignment 4 X 50	Material: Scientific Work Library: Efendi, A., Rosiah, Susiawati, Nuraeni, A., & Noviansyah, W. (2021). Book Basics of Writing Scientific	15%
		articles resulting from research Students are able to present in front of the class	Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical / Performance, Test		Writing. Yogyakarta: Deepublish. Material: Scientific Research Methodology References: Thomas, CG (2022). Research Methodology and Scientific Writing. New York: Springer.	

9 1.Students can 1.Understanding Criteria: Lectures, understand the of Feature 1.A (Excellent): Interactive	Material: Framework for Scientific 4% Work
	Work
characteristics Articles: Student Discussions,	Literature: Efendi, A., Rosiah,
characteristics Anticles. Student	Susilawati, Nuraeni, A., &
and important Students ability demonstrates	Noviansyah, W. (2021). Book
elements of to explain the exceptional Examples	Basics of Writing Scientific
feature articles characteristics understanding of Questions and	Writing. Yogyakarta: Deepublish.
in the context of and important feature articles, Answers.	Whiting. Togyakana. Deepublish.
scientific work. elements of developing an 4 X 50	
2.Students are feature articles. engaging and	
able to design 2.Quality of informative outline	
and compose Writing Outline: with effective use	
that is article outline techniques.	
interesting, prepared by the 2.B (Good):	
informative, and student, Students have	
in accordance including good	
with scientific narrative understanding and	
work standards. structure, use develop a fairly	
3.Students can of data, and interesting	
apply narrative integration of framework with	
writing elements. narrative and	
techniques to 3.Narrative and descriptive	
communicate Descriptive techniques.	
research Writing 3.C (Fair): Student	
findings Techniques: demonstrates	
effectively Clarity, basic	
through feature attractiveness, understanding and	
articles. and accuracy develops an outline	
narrative and deficiencies in	
descriptive drawing attention	
writing or in the use of	
techniques to narrative and	
convey descriptive	
scientific techniques.	
information. 4.D (Poor): Students	
have difficulty	
understanding the	
concept of feature	
articles and	
develop	
frameworks that	
are less interesting	
and less effective	
in using narrative	
and descriptive	
techniques.	
5.E (Very Poor):	
Student fails to	
demonstrate	
understanding of	
feature articles and	
cannot develop a	
compelling outline	
or use narrative	
and descriptive	
techniques well.	
continued work	
Form of Assessment :	
Participatory Activities,	
Practice/Performance	

10		.	a :: ·			10/
10	1.Students can	1.Article	Criteria:	Writing	Material: Examples of Scientific	4%
	understand the	Structure:	1.A (Very Good):	workshops,	Articles	
	structure and	Conformity of	Scientific articles	peer reviews, 4 X 50 draft	Library: https://scholar.google.com/	
	key elements of	the article	with perfect	presentations	nups.//scholar.google.com/	
	scientific	structure to	structure, highly	presentations	••• • • • •	
	articles,	scientific article	informative and		Material: Language in Writing	
	including	standards,	analytical content,		Scientific Papers	
	abstract,	including the	and writing and		Library: Language Development and Development Agency.	
	introduction,	completeness	citation style that		(2022). Improved Spelling Edition	
	methodology,	and	comply with		V. Jakarta: Language	
	results,	organization of	international		Development and Development	
	discussion and	each section.	standards.		Agency.	
	conclusions.	2.Content	2.B (Good):		Agency.	
	2.Students are	Quality: Clarity,	Scientific articles			
	able to apply the	accuracy and	with good			
	principles of	relevance of	structure,			
	scientific writing	the information	informative			
	in compiling	presented,	content, and only			
	scientific articles	including the	minor deficiencies			
	that are	quality of data	in writing style or			
	coherent,	analysis and	citation.			
	logical, and in	interpretation.	3.C (Fair): A			
	accordance with	3.Writing Style	scientific article			
	scientific	and Citation:	with some			
	publication	Appropriate	deficiencies in			
	standards.	writing style	structure or			
	3.Students can	and appropriate	content, and some			
	conduct	use of citations	errors in writing			
	literature	in accordance	style or citation.			
	research, collect	with the	4.D (Poor): Scientific			
	and analyze	standards set	articles with			
	data, and	for scientific	significant			
	integrate it into	publications.	deficiencies in			
	their scientific	publication	structure, less			
	articles.		informative			
			content, and many			
			errors in writing			
			style or citation.			
			5.E (Very Poor):			
			Scientific articles			
			that do not meet			
			basic standards in			
			terms of structure,			
			content, writing			
			style, or citations.			
			.,			
			Forms of Assessment			
			:			
			Participatory Activities,			
			Project Results			
			Assessment / Product			
			Assessment, Portfolio			
			Assessment, Practice /			
			Penormance			
			Performance			

11	1.Students can	1.Article	Criteria:	Writing		Material: Examples of Scientific	4%
	understand the	Structure:	1.A (Very Good):	workshops,		Articles	
	structure and	Conformity of	Scientific articles	peer reviews,		Library:	
	key elements of	the article	with perfect	4 X 50 draft		https://scholar.google.com/	
	scientific	structure to	structure, highly	presentations			
	articles.	scientific article	informative and		1	Material: Language in Writing	
	including	standards,	analytical content,			Scientific Papers	
	abstract,	,	and writing and			Library: Language Development	
		including the				and Development Agency.	
	introduction,	completeness	citation style that			(2022). Improved Spelling Edition	
	methodology,	and	comply with			V. Jakarta: Language	
	results,	organization of	international			Development and Development	
	discussion and	each section.	standards.			Agency.	
	conclusions.	2.Content	2.B (Good):				
	2.Students are	Quality: Clarity,	Scientific articles				
	able to apply the	accuracy and	with good				
	principles of	relevance of	structure,				
	scientific writing	the information	informative				
	in compiling	presented,	content, and only				
	scientific articles	including the	minor deficiencies				
	that are	quality of data	in writing style or				
	coherent,	analysis and	citation.				
	logical, and in	interpretation.	3.C (Fair): A				
	accordance with	3.Writing Style	scientific article				
	scientific	and Citation:	with some				
	publication	Appropriate	deficiencies in				
	standards.	writing style	structure or				
	3.Students can	and appropriate	content, and some				
			errors in writing				
	conduct	use of citations					
	literature	in accordance	style or citation.				
	research, collect	with the	4.D (Poor): Scientific				
	and analyze	standards set	articles with				
	data, and	for scientific	significant				
	integrate it into	publications.	deficiencies in				
	their scientific		structure, less				
	articles.		informative				
			content, and many				
			errors in writing				
			style or citation.				
			5.E (Very Poor):				
			Scientific articles				
			that do not meet				
			basic standards in				
			terms of structure,				
			content, writing				
			style, or citations.				
			51910, 01 01000101				
			Forms of Assessment				
			:				
			Participatory Activities,				
			Project Results				
			Assessment / Product				
			Assessment, Portfolio				
			Assessment, Practice /				
			Performance, Tests				
· · · · ·			1	1	I	1	

10	4	4	Quitauia	Maritin -		Material: Eventeiles of Oai 197	40/
12	1.Students can	1.Article	Criteria:	Writing		Material: Examples of Scientific	4%
	understand the	Structure:	1.A (Very Good):	workshops,		Articles	
	structure and	Conformity of	Scientific articles	peer reviews,		Library:	
	key elements of	the article	with perfect	4 X 50 draft presentations		https://scholar.google.com/	
	scientific	structure to	structure, highly	presentations			
	articles,	scientific article	informative and			Material: Language in Writing	
	including	standards,	analytical content,			Scientific Papers	
	abstract,	including the	and writing and			Library: Language Development	
	introduction,	completeness	citation style that			and Development Agency.	
	methodology,	and	comply with			(2022). Improved Spelling Edition V. Jakarta: Language	
	results,	organization of	international			Development and Development	
	discussion and	each section.	standards.			Agency.	
	conclusions.	2.Content	2.B (Good):			Agency.	
	2.Students are	Quality: Clarity,	Scientific articles				
	able to apply the	accuracy and	with good				
	principles of	relevance of	structure,				
	scientific writing	the information	informative				
	in compiling	presented,	content, and only				
	scientific articles	including the	minor deficiencies				
	that are	quality of data	in writing style or				
	coherent,	analysis and	citation.				
	logical, and in	interpretation.	3.C (Fair): A				
	accordance with	3.Writing Style	scientific article				
	scientific	and Citation:	with some				
	publication	Appropriate	deficiencies in				
	standards.	writing style	structure or				
	3.Students can	and appropriate	content, and some				
	conduct	use of citations	errors in writing				
	literature	in accordance	style or citation.				
	research, collect	with the	4.D (Poor): Scientific				
	and analyze	standards set	articles with				
	data, and	for scientific	significant				
	integrate it into	publications.	deficiencies in				
	their scientific	publications.	structure, less				
	articles.		informative				
	allicies.		content, and many				
			errors in writing				
			style or citation.				
			5.E (Very Poor):				
			Scientific articles				
			that do not meet				
			basic standards in				
			terms of structure,				
			content, writing				
			style, or citations.				
			style, of citations.				
			Forms of Assessment				
			:				
			Participatory Activities,				
			Project Results				
			Assessment / Product				
			Assessment, Portfolio				
			Assessment, Practice /				
			Performance, Tests				
			+	•	+	•	

13	 Students can understand the importance of references and citations in writing scientific work as a form of acknowledgment of other people's work and to avoid plagiarism. Students are able to use various citation styles (APA, MLA, Chicago, etc.) according to the needs of their discipline. 	 Understanding of Citations and References: Students' ability to explain the purpose and importance of citations and choose the appropriate citation style. Use of Citation Style: Accuracy in applying the chosen citation style in research documents. Ability to Use Reference Management Software: Efficiency and accuracy in using software to manage and apply references in writing. 	 Criteria: 1.A (Very Good): Students consistently apply citations and references correctly according to the chosen style and effectively use reference management software in writing their scientific papers. 2.B (Good): Students generally apply citations and references correctly and use reference management software with some minor errors. 3.C (Fair): Student shows basic understanding of citations and use of reference management software but with some obvious errors. 4.D (Poor): The student made 	Lectures, Discussions, Practices 10 X 50	Material: Reference Management in Writing Scientific Papers References: Glassman, Nancy R. (2018). Citation Management Tools. Maryland: Rowman & Littlefield Publishers	4%
		references in	reference management software but with some obvious errors. 4.D (Poor): The student made significant errors in applying citations and references and in the use of reference			
			management software. 5.E (Very Poor): Students fail to apply the basic principles of citations and references and do not effectively use reference management software.			
			Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test			

14	1.Students can	1.Quality of	Criteria:	Workshop and		Material: Post-writing Process of	4%
	understand and	Revision and	1.A (Excellent): The	Mentoring		Scientific Work	
	carry out the	Proofreading:	student	10 X 50		References: Lebrun, Jena-Luc.	
		The	demonstrated			(2007). Scientific Writing: A	
	post-writing					Reader and Writer's Guide.	
	process,	effectiveness of	exceptional skills in			London: World Scientific	
	including	revision and	revision and			Publishing Co. Pte. Ltd.	
	revision,	proofreading	proofreading,				
	proofreading,	carried out by	prepared the				
	and peer review	students,	manuscript well,				
	evaluation.	including	and responded				
	2.Students are	improvements	effectively to				
	able to prepare	to aspects of	feedback,				
	manuscripts for	language,	increasing the				
	submission,	structure and	publication				
	understand the	content.	suitability of the				
	publishing	2.Manuscript	manuscript.				
	process, and	Preparation:	2.B (Good):				
	respond to	Students' ability	Students do				
	feedback from	to prepare	revision and				
	reviewers.	manuscripts	proofreading well,				
	3.Students can	according to	prepare the				
	identify	the submission	manuscript quite				
1	strategies to	guidelines for	well, and respond				
1	improve the	the selected	well to feedback.				
	publication	journal.	3.C (Fair): The				
1	suitability of their	Response to	student carried out				
1	scientific work,	Review:	revisions and				
1	including	Student skills in	proofreading with				
1	selecting	responding to	some remaining				
	appropriate	feedback from	errors, adequate				
1			manuscript				
1	journals and	peer review,					
1	using publication	including how	preparation, and				
	ethics.	to make	responded to				
1		revisions based	feedback with				
1		on reviewer	some deficiencies.				
		comments.	4.D (Poor): Student				
1			shows difficulty in				
1			revising and				
1			proofreading, lacks				
1			manuscript				
1			preparation, and				
			responds to				
			feedback				
			ineffectively.				
			5.E (Very Poor): The				
			student failed to				
			revise and				
			proofread				
			effectively, did not				
			prepare the				
			manuscript				
			according to				
			standards, and did				
			not respond				
			adequately to				
			feedback.				
			Forms of Assessment				
			:				
			Participatory Activities,				
1			Project Results				
			Assessment / Product				
			Assessment, Portfolio				
			Assessment, Practice /				
			Performance, Tests				
				•	•		

15 1.Students can understand and carry out the post-writing 1.Quality of Revision and Proofreading: The Criteria: Criteria: Workshop and Mentoring 1.A (Excellent): The demonstrated 1.0 (Excellent): The topost writing Intervision and Proofreading: 10 × 50	Material: Post-writing Process of Scientific Work References: Lebrun, Jena-Luc. (2007). Scientific Writing: A	3%
understand and Revision and Carry out the Proofreading: Student 1.A (Excellent): The Mentoring 10 X 50	References: Lebrun, Jena-Luc. (2007). Scientific Writing: A	
carry out the Proofreading: student 10 X 50	(2007). Scientific Writing: A	
process, effectiveness of exceptional skills in	Reader and Writer's Guide.	
including revision and revision and	London: World Scientific	
revision, proofreading proofreading,	Publishing Co. Pte. Ltd.	
proofreading, carried out by prepared the		
and peer review students, manuscript well,		
able to prepare to aspects of feedback,		
manuscripts for language, increasing the		
submission, structure and publication		
understand the content. suitability of the		
publishing 2.Manuscript manuscript.		
process, and Preparation: 2.B (Good):		
respond to Students' ability Students do		
feedback from to prepare revision and		
reviewers. manuscripts proofreading well,		
3.Students can according to prepare the		
identify the submission manuscript quite		
strategies to guidelines for well, and respond		
improve the the selected well to feedback.		
publication journal. 3.C (Fair): The		
suitability of their 3.Response to student carried out		
scientific work, Review: revisions and		
including Student skills in proofreading with		
selecting responding to some remaining		
appropriate feedback from errors, adequate		
iournals and peer review. manuscript		
J==		
ethics. to make responded to		
revisions based feedback with		
on reviewer some deficiencies.		
comments. 4.D (Poor): Student		
shows difficulty in		
revising and		
proofreading, lacks		
manuscript		
preparation, and		
responds to		
feedback		
ineffectively.		
5.E (Very Poor): The		
student failed to		
revise and		
proofread		
effectively, did not		
prepare the		
manuscript		
according to		
standards, and did		
not respond		
adequately to		
feedback.		
Forms of Assessment		
Forms of Assessment		
: Participatory Activities,		
Participatory Activities, Project Results		
Project Results Assessment / Product		
Assessment / Product Assessment, Portfolio		
Assessment, Practice /		
Performance		
i ciomarce		
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16	Final exams	UAS	Criteria: Accurate Understanding of Concepts and Project Work Forms of Assessment : Participatory Activities, Project Results Assessment, Praduct Assessment, Practical Assessment, Practice / Performance, Test	Create scientific work in the form of 2 × 50 scientific articles	Material: Writing Scientific Papers References: Efendi, A., Rosiah, Susilawati, Nuraeni, A., & Noviansyah, W. (2021). Book Basics of Writing Scientific Writing. Yogyakarta: Deepublish. Material: Writing Scientific Papers References: Thomas, CG (2022). Research Methodology and Scientific Writing. New York: Springer. Material: Writing Scientific Work Library: FBS Unesa. (2019). Thesis Writing Guide. Surabaya: Surabaya State University Material: Writing Scientific Papers References: Lebrun, Jena-Luc. (2007). Scientific Writing: A Reader and Writer's Guide. London: World Scientific	30%
					Publishing Co. Pte. Ltd. Material: Writing Scientific Papers Literature: Language Development and Development Agency. (2022). Improved Spelling Edition V. Jakarta: Language Development and Development Agency. Material: Writing Scientific Papers References: Glassman, Nancy R. (2018). Citation Management Tools. Maryland: Rowman & Littlefield Publishers	

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	26.11%
2.	Project Results Assessment / Product Assessment	15.78%
3.	Portfolio Assessment	7.65%
4.	Practical Assessment	9.3%
5.	Practice / Performance	24.11%
6.	Test	17.03%
		99 98%

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. Indicators for assessing abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or

5. 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.

Forms of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, 8. 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. 9.

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.