



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 Scientific Papers	8820104211	Compulsory Study Program Subjects	T=4 P=0 ECTS=6.36	6	January 25, 2024
AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator		
	Dr. Riki Nasrullah, M.Hum.	Prof. Dr. Anas Ahmadi, S.Pd., M.Pd.		

Learning model Project Based Learning

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

PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
PLO-4	Develop yourself continuously and collaborate.
PLO-8	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

Program Objectives (PO)

PO - 1	Introduction to Scientific Research
PO - 2	Ideas and Topics for Writing Scientific Papers
PO - 3	Research methodology
PO - 4	Practice of Writing Scientific Papers: Scientific Articles
PO - 5	Research Ethics
PO - 6	Framework for Writing Scientific Papers: Scientific Articles and Papers
PO - 7	Framework for Writing Scientific Work: Theses, Theses and Dissertations
PO - 8	Framework for Writing Scientific Papers: Feature Articles
PO - 9	Practice of Writing Scientific Papers: Scientific Articles
PO - 10	Reference and Citation Management in Writing Scientific Papers
PO - 11	Post-writing Process of Scientific Paper
PO - 12	Publication of Scientific Works

PLO-PO Matrix

P.O	PLO-2	PLO-3	PLO-4	PLO-8
PO-1	✓	✓		
PO-2		✓		
PO-3	✓			✓
PO-4		✓		
PO-5	✓		✓	
PO-6		✓		
PO-7		✓		
PO-8			✓	
PO-9			✓	
PO-10		✓		
PO-11			✓	
PO-12			✓	

PO Matrix at the end of each learning stage (Sub-PO)

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		<table border="1"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-7</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-8</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-9</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-10</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-11</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-12</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>																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																	PO-6																	PO-7																	PO-8																	PO-9																	PO-10																	PO-11																	PO-12																
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Short Course Description	The "Scientific Writing Writing" course is designed for students of the Indonesian Language and Literature Education Study Program with the aim of developing scientific research and writing skills. This course integrates the Project-Based Learning (PBL) approach to facilitate students in conducting research that is contextual and relevant to real needs in the field of language and literature, as well as improving skills in solving problems in writing scientific papers and their application by utilizing science and technology based on a responsible attitude.																																																																																																																																																																																																																																																													
References	Main : <ol style="list-style-type: none"> Efendi, A., Rosiah, Susilawati, Nuraeni, A., & Noviansyah, W. (2021). Buku Dasar-Dasar Menulis Karya Tulis Ilmiah. Yogyakarta: Deepublish. Thomas, C. G. (2022). Research Methodology and Scientific Writing. New York: Springer. FBS Unesa. (2019). Panduan Menulis Skripsi . Surabaya: Universitas Negeri Surabaya.. Lebrun, Jena-Luc. (2007). Scientific Writing: A Reader and Writers Guide . London: World Scientific Publishing Co. Pte. Ltd. Peat, Jennifer. (2002). Scientific Writing: Easy when you know how . London: BMJ Books. Badan Pengembangan dan Pembinaan Bahasa. (2022). Ejaan yang Disempurnakan Edisi V. Jakarta: Badan Pengembangan dan Pembinaan Bahasa. Raharjo, Resdianto Permata. (2022). Modul Pembelajaran Bahasa Indonesia Perguruan Tinggi. Sukabumi: Haura Utama. Glassman, Nancy R. (2018). Citation Management Tools. Maryland: Rowman & Littlefield Publishers Supporters: <ol style="list-style-type: none"> https://e-resources.perpusnas.go.id/ https://sinta.kemdikbud.go.id/journals https://scholar.google.com/citations?user=YSQEI8EAAAAJ&hl=id&authuser=1 http://scopus.com/ 																																																																																																																																																																																																																																																													
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1	<p>1.Students can understand and explain the basic concepts of scientific research</p> <p>2.Students are able to identify the specific objectives of various types of research</p>	<p>1.Understanding of Basic Concepts: Students demonstrate a strong understanding of the basic concepts of scientific research through discussions and written assignments.</p> <p>2.Identification of Research Types and Objectives: Students' ability to identify and explain the types and objectives of different research in case studies.</p>	<p>Criteria:</p> <p>1.A (Very Good): Students accurately understand and apply basic concepts, types and objectives of research, and formulate research questions that are very relevant and clear.</p> <p>2.B (Good): Students have a good understanding of the material with some minor errors in applying concepts or formulating research questions.</p> <p>3.C (Fair): The student shows basic understanding with some obvious errors in the identification of the type and purpose of research or in the formulation of research questions.</p> <p>4.D (Poor): Students' understanding of the concepts, types and objectives of research is lacking, with significant errors in formulating research questions.</p> <p>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.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Explanations, questions and answers, discussions and assignments 4 X 50</p>		<p>Material: Understanding Scientific Work Library: Efendi, A., Rosiah, Susilawati, Nuraeni, A., & Noviansyah, W. (2021). <i>Book Basics of Writing Scientific Writing</i>. Yogyakarta: Deepublish.</p> <p>Material: Types of Scientific Work Literature: Efendi, A., Rosiah, Susilawati, Nuraeni, A., & Noviansyah, W. (2021). <i>Book Basics of Writing Scientific Writing</i>. Yogyakarta: Deepublish.</p>	4%
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2	<p>1. Students can understand and explain the basic concepts of writing scientific papers, including the characteristics, objectives and importance of scientific works.</p> <p>2. Students are able to identify and differentiate various types of scientific work, such as journal articles, research reports, literature reviews, theses, theses and dissertations.</p> <p>3. Students can formulate ideas for writing scientific papers that suit specific types and purposes.</p>	<p>1. Understanding Basic Concepts: Students' ability to explain the basic concepts of writing scientific papers and their importance for the development of science.</p> <p>2. Identification of Types of Scientific Work: Students' ability to identify and differentiate various types of scientific work along with their objectives and characteristics.</p> <p>3. Formulation of Writing Ideas: Clarity and relevance of writing ideas formulated by students based on the type of scientific work.</p>	<p>Criteria:</p> <p>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.</p> <p>2. B (Good): Students have a good understanding of the concepts and types of scientific work, with the ability to formulate relevant writing ideas.</p> <p>3. C (Fair): Students show basic understanding with some errors or deficiencies in identifying types of scientific work and formulating writing ideas.</p> <p>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.</p> <p>5. E (Very Poor): Students fail to understand the basic concepts and types of scientific work, and are unable to formulate appropriate writing ideas.</p> <p>Form of Assessment : Participatory Activities, Tests</p>	<p>Explanations, questions and answers, discussions and assignments 4 X 50</p>		<p>Material: types of scientific work Library: https://ebook.twointomedia.com/...</p> <p>Material: type of scientific work Reader: <i>Raharjo, Resdianto Permata. 2022. Higher Education Indonesian Language Learning Module. Sukabumi: Main Haura.</i></p> <p>Material: types of scientific work Library: https://scholar.google.com/...</p> <p>Material: type of scientific work Library: https://sinta.kemdikbud.go.id/...</p> <p>Material: type of scientific work Bibliography: <i>Lebrun, Jena-Luc. 2007. Scientific Writing: A Reader and Writer's Guide. London: World Scientific Publishing Co. Pte. Ltd.</i></p>	4%
3	<p>1. Students can identify and select research topics that are relevant, innovative, and can be implemented in the context of Indonesian language and literature.</p> <p>2. Students are able to formulate research problems that are specific, measurable, and can be answered through research.</p>	<p>1. Ability to formulate topics: Students demonstrate the ability to select and formulate relevant and specific research topics.</p> <p>2. Creativity and Innovation: Students demonstrate creativity in identifying innovative and under-researched topics.</p>	<p>Criteria:</p> <p>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.</p> <p>2. B (Good): Students formulate relevant research topics and have quite specific problem formulations, although less innovative.</p> <p>3. C (Fair): Students formulate relevant research topics but the problem formulation is less specific or less innovative.</p> <p>4. D (Poor): Students have difficulty formulating relevant research topics and formulating specific problems.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Explanation, Discussion, Brainstorming, and Case Study 4 X 50</p>		<p>Material: Ideas and Topics for Scientific Writing References: <i>Lebrun, Jena-Luc. (2007). Scientific Writing: A Reader and Writer's Guide. London: World Scientific Publishing Co. Pte. Ltd.</i></p> <p>Material: Search for Relevant Ideas and Topics for Writing Scientific Papers Library: https://sinta.kemdikbud.go.id/...</p> <p>Material: Search for Relevant Ideas and Topics for Writing Scientific Papers Library: http://scopus.com/...</p>	4%

4	<p>1.Students can understand and choose appropriate research methodologies for their studies, including distinguishing between qualitative and quantitative approaches.</p> <p>2.Students are able to design a research framework, including forming hypotheses, selecting data collection techniques, and data analysis methods</p> <p>3.Students develop skills in writing a methodology section in a research proposal or report that is clear, logical, and replicable</p>	<p>1.Methodology Selection: Accuracy in selecting a research methodology that is appropriate to the research topic and questions.</p> <p>2.Research Framework Design: Ability to design a cohesive research framework, including hypothesis formulation and selection of data collection and analysis techniques.</p> <p>3.Writing the Methodology Section: Clarity, logic, and detail in writing the methodology section of a research proposal or report.</p>	<p>Criteria:</p> <p>1.A (Excellent): The student shows an excellent understanding of selecting and applying appropriate research methodology, a detailed and logical research framework, and writing a clear and comprehensive methodology section.</p> <p>2.B (Good): The student shows good understanding with some minor weaknesses in the choice of methodology, design of the research framework, or details in writing the methodology.</p> <p>3.C (Fair): Student shows sufficient understanding with some obvious deficiencies in the choice of methodology, research framework, or methodological writing.</p> <p>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.</p> <p>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.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Explanations, Discussions, Practical Exercises, Assignments. 4 X 50</p>		<p>Material: Research Methodology in Writing Scientific Papers References: <i>Thomas, CG (2022). Research Methodology and Scientific Writing. New York: Springer.</i></p>	4%
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5	<p>1. Students can understand and explain the basic principles of research ethics in the context of scientific research.</p> <p>2. Students are able to identify potential ethical problems in research and how to overcome them.</p> <p>3. Students develop the ability to apply research ethics in the design and conduct of their research, including subject protection, confidentiality, and data integrity.</p>	<p>1. Understanding of Ethical Principles: Students' ability to explain the principles of research ethics and their importance in scientific research.</p> <p>2. Identification of Ethical Issues: Ability to identify potential ethical issues in research scenarios and devise appropriate solutions.</p> <p>3. Application of Research Ethics: Skills in applying research ethics principles in the design and implementation of research, including providing informed consent and ethical data management.</p>	<p>Criteria:</p> <p>1.A (Excellent): Students demonstrate an excellent understanding of research ethics, can identify and handle ethical issues effectively, and apply ethical principles with consistency in research.</p> <p>2.B (Good): Student has a good understanding of research ethics, identifies ethical problems and offers feasible solutions, with generally good application of ethical principles.</p> <p>3.C (Fair): The student demonstrates a basic understanding of research ethics and encounters difficulties in identifying or resolving ethical issues, with sufficient application of ethical principles.</p> <p>4.D (Poor): Student has significant difficulty understanding research ethics, difficulty identifying ethical issues, and inconsistent application of ethical principles.</p> <p>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.</p> <p>Forms of Assessment : Participatory Activities, Practice/Performance, Tests</p>	Lectures, Case Studies, and Role Playing 4 X 50		<p>Material: non-research scientific articles research results Library: <i>FBS Unesa. 2019. Thesis Writing Guide. Surabaya: Surabaya State University.</i></p> <hr/> <p>Material: non-research scientific articles research results Library: https://ebook.twintomedia.com/...</p> <hr/> <p>Material: non-research scientific article research results Reader: <i>Raharjo, Resdianto Permata. 2022. Higher Education Indonesian Language Learning Module. Sukabumi: Main Haura.</i></p>	4%
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6	<p>1. Students can understand the structure and main components in writing articles and scientific papers.</p> <p>2. Students are able to develop a logical and coherent writing framework for scientific articles or papers based on applicable scientific writing standards.</p> <p>3. Students can apply scientific writing techniques to produce clear, concise and effective manuscripts.</p>	<p>1. Understanding the Structure of Scientific Articles/Papers: Students' ability to identify and explain the main components of a scientific article or paper.</p> <p>2. Quality of Writing Framework: The quality of the writing framework developed by students for scientific articles or papers, including logic and coherence.</p> <p>3. Scientific Writing Techniques: Clarity, conciseness, and effectiveness in writing scientific manuscripts, including the use of appropriate language and scientific writing style.</p>	<p>Criteria:</p> <p>1.A (Very Good): The student shows an excellent understanding of the structure of scientific articles/papers, develops a very logical and coherent writing framework, and writes with a clear, concise and effective technique.</p> <p>2.B (Good): The student has a good understanding of structure and successfully develops a logical writing framework, with writing that is generally clear and concise.</p> <p>3.C (Fair): Student demonstrates a basic understanding of structure and develops a writing framework with few deficiencies in logic or coherence, with moderately effective writing technique.</p> <p>4.D (Poor): Students 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.</p> <p>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.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests</p>	Lectures, Discussions and Practices		<p>Material: Framework for Scientific Work Literature: Efendi, A., Rosiah, Susilawati, Nuraeni, A., & Noviansyah, W. (2021). <i>Book Basics of Writing Scientific Writing</i>. Yogyakarta: Deepublish.</p> <p>Material: Framework for Scientific Work References: Peat, Jennifer. (2002). <i>Scientific Writing: Easy when you know how</i>. London: BMJ Books.</p>	4%
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7	<p>1. Students can understand the structural differences and requirements between thesis, thesis and dissertation.</p> <p>2. Students are able to design a detailed and comprehensive writing framework for a thesis, thesis or dissertation that meets academic standards.</p> <p>3. Students can apply scientific writing techniques to compose research documents that are coherent, clear and effective.</p>	<p>1. Understanding Document Structure: Students' ability to identify appropriate structures for theses, theses and dissertations.</p> <p>2. Quality of Writing Framework: The quality of the writing framework developed by the student, including organization, logic, and clarity.</p> <p>3. Application of Scientific Writing Techniques: Effectiveness in using scientific writing techniques to compose clear and coherent manuscripts.</p> <p>4.</p>	<p>Criteria:</p> <p>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.</p> <p>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.</p> <p>3.C (Fair): Student demonstrates basic understanding and develops a writing framework with some deficiencies in organization or clarity, with moderately effective writing technique.</p> <p>4.D (Poor): Students have difficulty understanding structure and requirements, develop a less organized writing framework, and write less effectively.</p> <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests</p>	Lectures, Discussions, and Assignments		<p>Material: Scientific Work Framework: Theses, Theses and Dissertations Library: <i>FBS Unesa. (2019). Thesis Writing Guide. Surabaya: Surabaya State University..</i></p>	4%
8	non-research scientific articles scientific articles research results	Students are able to compose non-research scientific articles Students are able to compose scientific articles resulting from research Students are able to present in front of the class	<p>Criteria:</p> <p>Accurate Understanding of Concepts and Project Work</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Assignment 4 X 50		<p>Material: Scientific Work Library: <i>Efendi, A., Rosiah, Susilawati, Nuraeni, A., & Noviansyah, W. (2021). Book Basics of Writing Scientific Writing. Yogyakarta: Deepublish.</i></p> <p>Material: Scientific Research Methodology References: <i>Thomas, CG (2022). Research Methodology and Scientific Writing. New York: Springer.</i></p>	15%

9	<p>1. Students can understand the characteristics and important elements of feature articles in the context of scientific work.</p> <p>2. Students are able to design and compose the framework of a feature article that is interesting, informative, and in accordance with scientific work standards.</p> <p>3. Students can apply narrative and descriptive writing techniques to communicate research findings effectively through feature articles.</p>	<p>1. Understanding of Feature Articles: Students' ability to explain the characteristics and important elements of feature articles.</p> <p>2. Quality of Writing Outline: Effectiveness of the feature article outline prepared by the student, including narrative structure, use of data, and integration of visual elements.</p> <p>3. Narrative and Descriptive Writing Techniques: Clarity, attractiveness, and accuracy in using narrative and descriptive writing techniques to convey scientific information.</p>	<p>Criteria:</p> <p>1.A (Excellent): Student demonstrates exceptional understanding of feature articles, developing an engaging and informative outline with effective use of narrative and descriptive techniques.</p> <p>2.B (Good): Students have good understanding and develop a fairly interesting framework with good use of narrative and descriptive techniques.</p> <p>3.C (Fair): Student demonstrates basic understanding and develops an outline with some deficiencies in drawing attention or in the use of narrative and descriptive techniques.</p> <p>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.</p> <p>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.</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Lectures, Interactive Discussions, Analysis of Feature Examples, Questions and Answers. 4 X 50</p>		<p>Material: Framework for Scientific Work Literature: Efendi, A., Rosiah, Susilawati, Nuraeni, A., & Noviansyah, W. (2021). <i>Book Basics of Writing Scientific Writing</i>. Yogyakarta: Deepublish.</p>	4%
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10	<p>1. Students can understand the structure and key elements of scientific articles, including abstract, introduction, methodology, results, discussion and conclusions.</p> <p>2. Students are able to apply the principles of scientific writing in compiling scientific articles that are coherent, logical, and in accordance with scientific publication standards.</p> <p>3. Students can conduct literature research, collect and analyze data, and integrate it into their scientific articles.</p>	<p>1. Article Structure: Conformity of the article structure to scientific article standards, including the completeness and organization of each section.</p> <p>2. Content Quality: Clarity, accuracy and relevance of the information presented, including the quality of data analysis and interpretation.</p> <p>3. Writing Style and Citation: Appropriate writing style and appropriate use of citations in accordance with the standards set for scientific publications.</p>	<p>Criteria:</p> <p>1.A (Very Good): Scientific articles with perfect structure, highly informative and analytical content, and writing and citation style that comply with international standards.</p> <p>2.B (Good): Scientific articles with good structure, informative content, and only minor deficiencies in writing style or citation.</p> <p>3.C (Fair): A scientific article with some deficiencies in structure or content, and some errors in writing style or citation.</p> <p>4.D (Poor): Scientific articles with significant deficiencies in structure, less informative content, and many errors in writing style or citation.</p> <p>5.E (Very Poor): Scientific articles that do not meet basic standards in terms of structure, content, writing style, or citations.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	<p>Writing workshops, peer reviews, 4 X 50 draft presentations</p>		<p>Material: Examples of Scientific Articles Library: https://scholar.google.com/...</p> <hr/> <p>Material: Language in Writing Scientific Papers Library: <i>Language Development and Development Agency. (2022). Improved Spelling Edition V. Jakarta: Language Development and Development Agency.</i></p>	4%
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11	<p>1. Students can understand the structure and key elements of scientific articles, including abstract, introduction, methodology, results, discussion and conclusions.</p> <p>2. Students are able to apply the principles of scientific writing in compiling scientific articles that are coherent, logical, and in accordance with scientific publication standards.</p> <p>3. Students can conduct literature research, collect and analyze data, and integrate it into their scientific articles.</p>	<p>1. Article Structure: Conformity of the article structure to scientific article standards, including the completeness and organization of each section.</p> <p>2. Content Quality: Clarity, accuracy and relevance of the information presented, including the quality of data analysis and interpretation.</p> <p>3. Writing Style and Citation: Appropriate writing style and appropriate use of citations in accordance with the standards set for scientific publications.</p>	<p>Criteria:</p> <p>1.A (Very Good): Scientific articles with perfect structure, highly informative and analytical content, and writing and citation style that comply with international standards.</p> <p>2.B (Good): Scientific articles with good structure, informative content, and only minor deficiencies in writing style or citation.</p> <p>3.C (Fair): A scientific article with some deficiencies in structure or content, and some errors in writing style or citation.</p> <p>4.D (Poor): Scientific articles with significant deficiencies in structure, less informative content, and many errors in writing style or citation.</p> <p>5.E (Very Poor): Scientific articles that do not meet basic standards in terms of structure, content, writing style, or citations.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	<p>Writing workshops, peer reviews, 4 X 50 draft presentations</p>		<p>Material: Examples of Scientific Articles Library: https://scholar.google.com/...</p> <hr/> <p>Material: Language in Writing Scientific Papers Library: <i>Language Development and Development Agency. (2022). Improved Spelling Edition V. Jakarta: Language Development and Development Agency.</i></p>	4%
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12	<p>1. Students can understand the structure and key elements of scientific articles, including abstract, introduction, methodology, results, discussion and conclusions.</p> <p>2. Students are able to apply the principles of scientific writing in compiling scientific articles that are coherent, logical, and in accordance with scientific publication standards.</p> <p>3. Students can conduct literature research, collect and analyze data, and integrate it into their scientific articles.</p>	<p>1. Article Structure: Conformity of the article structure to scientific article standards, including the completeness and organization of each section.</p> <p>2. Content Quality: Clarity, accuracy and relevance of the information presented, including the quality of data analysis and interpretation.</p> <p>3. Writing Style and Citation: Appropriate writing style and appropriate use of citations in accordance with the standards set for scientific publications.</p>	<p>Criteria:</p> <p>1.A (Very Good): Scientific articles with perfect structure, highly informative and analytical content, and writing and citation style that comply with international standards.</p> <p>2.B (Good): Scientific articles with good structure, informative content, and only minor deficiencies in writing style or citation.</p> <p>3.C (Fair): A scientific article with some deficiencies in structure or content, and some errors in writing style or citation.</p> <p>4.D (Poor): Scientific articles with significant deficiencies in structure, less informative content, and many errors in writing style or citation.</p> <p>5.E (Very Poor): Scientific articles that do not meet basic standards in terms of structure, content, writing style, or citations.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	<p>Writing workshops, peer reviews, 4 X 50 draft presentations</p>		<p>Material: Examples of Scientific Articles Library: https://scholar.google.com/...</p> <hr/> <p>Material: Language in Writing Scientific Papers Library: <i>Language Development and Development Agency. (2022). Improved Spelling Edition V. Jakarta: Language Development and Development Agency.</i></p>	4%
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13	<p>1. 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.</p> <p>2. Students are able to use various citation styles (APA, MLA, Chicago, etc.) according to the needs of their discipline.</p>	<p>1. Understanding of Citations and References: Students' ability to explain the purpose and importance of citations and choose the appropriate citation style.</p> <p>2. Use of Citation Style: Accuracy in applying the chosen citation style in research documents.</p> <p>3. Ability to Use Reference Management Software: Efficiency and accuracy in using software to manage and apply references in writing.</p>	<p>Criteria:</p> <p>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.</p> <p>2.B (Good): Students generally apply citations and references correctly and use reference management software with some minor errors.</p> <p>3.C (Fair): Student shows basic understanding of citations and use of reference management software but with some obvious errors.</p> <p>4.D (Poor): The student made significant errors in applying citations and references and in the use of reference management software.</p> <p>5.E (Very Poor): Students fail to apply the basic principles of citations and references and do not effectively use reference management software.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test</p>	Lectures, Discussions, Practices 10 X 50		<p>Material: Reference Management in Writing Scientific Papers</p> <p>References: <i>Glassman, Nancy R. (2018). Citation Management Tools. Maryland: Rowman & Littlefield Publishers</i></p>	4%
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14	<p>1. Students can understand and carry out the post-writing process, including revision, proofreading, and peer review evaluation.</p> <p>2. Students are able to prepare manuscripts for submission, understand the publishing process, and respond to feedback from reviewers.</p> <p>3. Students can identify strategies to improve the publication suitability of their scientific work, including selecting appropriate journals and using publication ethics.</p>	<p>1. Quality of Revision and Proofreading: The effectiveness of revision and proofreading carried out by students, including improvements to aspects of language, structure and content.</p> <p>2. Manuscript Preparation: Students' ability to prepare manuscripts according to the submission guidelines for the selected journal.</p> <p>3. Response to Review: Student skills in responding to feedback from peer review, including how to make revisions based on reviewer comments.</p>	<p>Criteria:</p> <p>1.A (Excellent): The student demonstrated exceptional skills in revision and proofreading, prepared the manuscript well, and responded effectively to feedback, increasing the publication suitability of the manuscript.</p> <p>2.B (Good): Students do revision and proofreading well, prepare the manuscript quite well, and respond well to feedback.</p> <p>3.C (Fair): The student carried out revisions and proofreading with some remaining errors, adequate manuscript preparation, and responded to feedback with some deficiencies.</p> <p>4.D (Poor): Student shows difficulty in revising and proofreading, lacks manuscript preparation, and responds to feedback ineffectively.</p> <p>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.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Workshop and Mentoring 10 X 50		<p>Material: Post-writing Process of Scientific Work</p> <p>References: Lebrun, Jena-Luc. (2007). <i>Scientific Writing: A Reader and Writer's Guide</i>. London: World Scientific Publishing Co. Pte. Ltd.</p>	4%
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15	<p>1. Students can understand and carry out the post-writing process, including revision, proofreading, and peer review evaluation.</p> <p>2. Students are able to prepare manuscripts for submission, understand the publishing process, and respond to feedback from reviewers.</p> <p>3. Students can identify strategies to improve the publication suitability of their scientific work, including selecting appropriate journals and using publication ethics.</p>	<p>1. Quality of Revision and Proofreading: The effectiveness of revision and proofreading carried out by students, including improvements to aspects of language, structure and content.</p> <p>2. Manuscript Preparation: Students' ability to prepare manuscripts according to the submission guidelines for the selected journal.</p> <p>3. Response to Review: Student skills in responding to feedback from peer review, including how to make revisions based on reviewer comments.</p>	<p>Criteria:</p> <p>1.A (Excellent): The student demonstrated exceptional skills in revision and proofreading, prepared the manuscript well, and responded effectively to feedback, increasing the publication suitability of the manuscript.</p> <p>2.B (Good): Students do revision and proofreading well, prepare the manuscript quite well, and respond well to feedback.</p> <p>3.C (Fair): The student carried out revisions and proofreading with some remaining errors, adequate manuscript preparation, and responded to feedback with some deficiencies.</p> <p>4.D (Poor): Student shows difficulty in revising and proofreading, lacks manuscript preparation, and responds to feedback ineffectively.</p> <p>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.</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	Workshop and Mentoring 10 X 50		<p>Material: Post-writing Process of Scientific Work</p> <p>References: Lebrun, Jena-Luc. (2007). <i>Scientific Writing: A Reader and Writer's Guide</i>. London: World Scientific Publishing Co. Pte. Ltd.</p>	3%
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16	Final exams	UAS	Criteria: Accurate Understanding of Concepts and Project Work Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practical Assessment, Practice / Performance, Test	Create scientific work in the form of 2 X 50 scientific articles	Material: Writing Scientific Papers References: Efendi, A., Rosiah, Susilawati, Nuraeni, A., & Noviansyah, W. (2021). <i>Book Basics of Writing Scientific Writing</i> . Yogyakarta: Deepublish. Material: Writing Scientific Papers References: Thomas, CG (2022). <i>Research Methodology and Scientific Writing</i> . New York: Springer. Material: Writing Scientific Work Library: FBS Unesa. (2019). <i>Thesis Writing Guide</i> . Surabaya: Surabaya State University.. Material: Writing Scientific Papers References: Lebrun, Jena-Luc. (2007). <i>Scientific Writing: A Reader and Writer's Guide</i> . London: World Scientific Publishing Co. Pte. Ltd. Material: Writing Scientific Papers Literature: Language Development and Development Agency. (2022). <i>Improved Spelling Edition V</i> . Jakarta: Language Development and Development Agency. Material: Writing Scientific Papers References: Glassman, Nancy R. (2018). <i>Citation Management Tools</i> . Maryland: Rowman & Littlefield Publishers	30%
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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

- 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.