



**Universitas Negeri Surabaya  
Faculty of Languages and Arts,  
Indonesian Literature Undergraduate Study Program**

Document  
Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																				
Writing Scientific Papers	7920102094	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	8	July 18, 2024																																																				
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																					
		Dr. Dianita Indrawati; Dr. Diding Wahyudin Rohaedi; Dr. Mulyono	Prof. Dr. Kisyani Laksono, M.Hum.	Drs. Parmin, M.Hum.																																																					
<b>Learning model</b>	Project Based Learning																																																								
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																								
	<b>PLO-6</b>	Mastering the basic knowledge to be creative in the field of Indonesian language and literature; as well as research methods in Indonesian language and literature																																																							
	<b>Program Objectives (PO)</b>																																																								
	<b>PO - 1</b>	Students are able to write scientific papers by utilizing scientific writing concepts through class meeting activities, laboratory exercises, and simulations to improve their skills in writing scientific papers in the field of Indonesian language and literature.																																																							
	<b>PLO-PO Matrix</b>																																																								
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td style="padding: 5px;">PLO-6</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td> </tr> </table>					P.O	PLO-6	PO-1																																																	
P.O	PLO-6																																																								
PO-1																																																									
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">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><td></td> </tr> </table>					P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																									
PO-1																																																									
<b>Short Course Description</b>	Course Description: Developing skills in writing scientific papers by utilizing scientific writing concepts through class meeting activities, laboratory exercises, and simulations to improve skills in writing scientific papers in the field of Indonesian language and literature as well as learning to be put into practice in class and outside of class.																																																								
<b>References</b>	<b>Main :</b>																																																								
	<ol style="list-style-type: none"> <li>1. Referensi:</li> <li>2. Akhadiah, Sabarti. 1989. Membina Keterampilan Menulis Paragraf. Jakarta: Universitas Terbuka.</li> <li>3. Ariffin, E, Zainal. 1993. Bahasa yang Lugas dalam Laporan Teknis. Jakarta: Akademika Pressindo.</li> <li>4. Arifin, E. zainal. 2006. Dasar-dasar Penulisan Ilmiah. Jaakarta: PT Grasindo.</li> <li>5. Brotowidjojo, Mukayat D. 1985. Penulisan Karangan Ilmiah. Jakarta: Akademika Pressindo.</li> <li>6. Dwiloka, B dan R. Riana. 2005. Teknik Menulis Karya Ilmiah. Jakarta: Rhineka.</li> <li>7. Gie, The Lian. 2002. Terampil Mengarang. Yogyakarta: Andi</li> <li>8. Keraf, Gorys. 1980. Komposisi. Ende: Nusa Indah.</li> <li>9. Pusat Bahasa. tt. Pedoman Ejaan Yang Disempurnakan. Jakarta: Pusat Bahasa.</li> <li>10. Sudjito. 1989. Keterampilan Menulis Paragraf. Jakarta: Gramedia.</li> </ol>																																																								
	<b>Supporters:</b>																																																								
	1. Beberapa contoh artikel jurnal																																																								
<b>Supporting lecturer</b>	Dr. Dianita Indrawati, S.S., M.Hum.																																																								
<b>Week-</b>	<b>Final abilities of each learning</b>	<b>Evaluation</b>	<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>	<b>Learning materials</b>	<b>Assessment Weight (%)</b>																																																				

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	[References]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Introduction to the nature of scientific work	Identify the concept of scientific work	<p><b>Criteria:</b></p> <p>1.2: explanation of 2 characteristics is correct            2.1: explanation of 1 characteristic is correct            3.0: no correct explanation</p> <p><b>Form of Assessment</b>            : Participatory Activities</p>	Explanations, questions and answers, discussions and assignments 2 X 50	Explanations, questions and answers, discussions and assignments	<p><b>Material:</b> concept of scientific work  <b>References:</b> Arifin, E. Zainal. 2006. <i>Basics of Scientific Writing</i>. Jakarta: PT Grasindo.</p>	5%
2	The Nature and Characteristics of Scientific Work	Mastering the concepts and characteristics of scientific work	<p><b>Criteria:</b></p> <p>1.5: 5 correct identification            2.4: 4 correct identification            3.3: 3 correct identification            4.2: 2 correct identification            5.1:1 correct identification            6.0: no correct identification</p> <p><b>Form of Assessment</b>            : Participatory Activities</p>	Explanations, questions and answers, discussions and assignments 2 X 50	Explanations, questions and answers, discussions and assignments	<p><b>Material:</b> the essence of scientific work  <b>Reference:</b> Brotowidjojo, Mukayat D. 1985. <i>Writing Scientific Essays</i>. Jakarta: Akademika Pressindo.</p>	5%
3	1.Preparation for Writing Scientific Papers 2.Preparation Steps for Writing Scientific Papers	Master the steps for writing scientific papers	<p><b>Criteria:</b></p> <p>1.3: explanation of 3 characteristics is correct            2.2: explanation of 2 characteristics is correct            3.1: explanation of 1 characteristic is correct            4.0: no correct explanation</p> <p><b>Form of Assessment</b>            : Project Results Assessment / Product Assessment</p>	PjBL 2 X 50	PjBL	<p><b>Material:</b> scientific work steps  <b>Reader:</b> Dwiloka, B and R. Riana. 2005. <i>Techniques for Writing Scientific Papers</i>. Jakarta: Rhineka.</p>	10%
4	Disclosure of various languages in expressing scientific ideas	Mastering a variety of Indonesian in expressing scientific ideas	<p><b>Criteria:</b></p> <p>1.2: 2 differences are correct            2.1: true difference            3.0: No difference is correct</p> <p><b>Form of Assessment</b>            : Portfolio Assessment</p>	Explanations, questions and answers, discussions and assignments 2 X 50	Explanations, questions and answers, discussions and assignments	<p><b>Material:</b> various scientific ideas  <b>References:</b> Arifin, E. Zainal. 2006. <i>Basics of Scientific Writing</i>. Jakarta: PT Grasindo.</p>	5%
5	Development of ideas in cohesive-coherent paragraphs 1.1 Nature and types of paragraphs 1.2 Paragraph requirements Paragraph development techniques	Master the development of cohesive and coherent paragraphs	<p><b>Criteria:</b></p> <p>1.5: 5 correct identification            2.4: 4 correct identification            3.3: 3 correct identification            4.2: 2 correct identification            5.1:1 correct identification            6.0: no correct identification</p> <p><b>Form of Assessment</b>            : Project Results Assessment / Product Assessment</p>	Explanations, questions and answers, discussions and assignments 2 X 50	Explanations, questions and answers, discussions and assignments	<p><b>Material:</b> development of cohesive and coherent paragraphs  <b>References:</b> Akbayar, Sabarti. 1989. <i>Developing Paragraph Writing Skills</i>. Jakarta: Open University.</p>	5%

6	Preparation of literature reviews in references	Mastering the preparation of literature reviews and citation techniques	<p><b>Criteria:</b></p> <p>1.3: explanation of 3 characteristics is correct</p> <p>2.2: explanation of 2 characteristics is correct</p> <p>3.1: explanation of 1 characteristic is correct</p> <p>4.0: no correct explanation</p> <p><b>Form of Assessment :</b></p> <p>Participatory Activities, Portfolio Assessment</p>	Explanations, questions and answers, discussions and assignments 2 X 50	Explanations, questions and answers, discussions and assignments	<p><b>Material:</b> Preparation of literature review</p> <p><b>Reference:</b>  <i>Arifin, E. Zainal. 2006. Basics of Scientific Writing. Jakarta: PT Grasindo.</i></p>	5%
7	Presentation of data in exposition	Mastering how to present data	<p><b>Criteria:</b></p> <p>1.5: 5 things mentioned are true</p> <p>2.4: 4 things mentioned are true</p> <p>3.3: The 3 things mentioned are true</p> <p>4.2: The 2 things mentioned are correct</p> <p>5.1:1 the thing mentioned is correct</p> <p>6.0: nothing is true</p> <p><b>Form of Assessment :</b></p> <p>Project Results Assessment / Product Assessment</p>	PjBL 2 X 50	PjBL	<p><b>Material:</b> data presentation</p> <p><b>References:</b>  <i>Dwiloka, B and R. Riana. 2005. Techniques for Writing Scientific Papers. Jakarta: Rhineka.</i></p>	10%
8	UTS	UTS	<p><b>Criteria:</b></p> <p>UTS</p> <p><b>Form of Assessment :</b></p> <p>Test</p>	UTS 2 X 50		<p><b>Material:</b> UTS</p> <p><b>Reader:</b>  <i>Arifin, E. Zainal. 2006. Basics of Scientific Writing. Jakarta: PT Grasindo.</i></p>	10%
9	Report on research results and stages of writing	Mastering research report writing and its stages	<p><b>Criteria:</b></p> <p>1.5: 5 things mentioned are true</p> <p>2.4: 4 things mentioned are true</p> <p>3.3: The 3 things mentioned are true</p> <p>4.2: The 2 things mentioned are correct</p> <p>5.1:1 the thing mentioned is correct</p> <p>6.0: nothing is true</p> <p><b>Form of Assessment :</b></p> <p>Project Results Assessment / Product Assessment</p>	PjBL 2 X 50	PjBL	<p><b>Material:</b> writing a report on results.</p> <p><b>Reference:</b>  <i>Brotowidjojo, Mukayat D. 1985. Writing Scientific Essays. Jakarta: Akademika Pressindo.</i></p>	10%

10	Paper writing	1.Mastering abstract formulation techniques 2.Mastering content development techniques	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification  <b>Form of Assessment</b> : Project Results Assessment / Product Assessment	PjBL 2 X 50	PjBL	<b>Material:</b> paper writing <b>References:</b> <i>Dwiloka, B and R. Riana. 2005. Techniques for Writing Scientific Papers. Jakarta: Rhineka.</i>	5%
11	Report writing	1.Mastering activity report writing 2.Mastering trip report writing 3.Mastering research report writing	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification 6.0: no correct identification  <b>Form of Assessment</b> : Project Results Assessment / Product Assessment	Observing, asking, collecting, processing and communicating information regarding writing a 2 X 50 report		<b>Material:</b> Writing scientific papers <b>Bibliography:</b> <i>Brotowidjojo, Mukayat D. 1985. Writing Scientific Essays. Jakarta: Akademika Pressindo.</i>	5%
12	Writing articles and papers	1.Mastering the writing of scientific and popular articles 2.Mastering paper writing	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification  <b>Form of Assessment</b> : Project Results Assessment / Product Assessment	PjBL 2 X 50	PjBL	<b>Material:</b> article writing <b>Bibliography:</b> <i>Brotowidjojo, Mukayat D. 1985. Writing Scientific Essays. Jakarta: Akademika Pressindo.</i>	5%
13	Abstract Preparation	Mastering abstract writing in scientific work	<b>Criteria:</b> 1.5: 5 correct identification 2.4: 4 correct identification 3.3: 3 correct identification 4.2: 2 correct identification 5.1:1 correct identification  <b>Form of Assessment</b> : Project Results Assessment / Product Assessment	PjBL 2 X 50	PjBL	<b>Material:</b> abstract preparation <b>Bibliography:</b> <i>Dwiloka, B and R. Riana. 2005. Techniques for Writing Scientific Papers. Jakarta: Rhineka.</i>	5%

14	Thesis and stages of writing	Master the stages of thesis writing	<p><b>Criteria:</b></p> <p>1.4: 4 things mentioned are true  2.3: The 3 things mentioned are true  3.2: The 2 things mentioned are correct  4.1:1 the thing mentioned is correct  5.0: nothing is true</p> <p><b>Form of Assessment</b>  :</p> Portfolio Assessment	Explanations, questions and answers, discussions and assignments 2 X 50	Explanations, questions and answers, discussions and assignments	<p><b>Material:</b>  thesis and stages</p> <p><b>References:</b>  <i>Brotowidjojo, Mukayat D. 1985. Writing Scientific Essays. Jakarta: Akademika Pressindo.</i></p>	5%
15	Editing scientific papers	Master scientific work editing techniques	<p><b>Criteria:</b></p> <p>1.5: 5 correct identification  2.4: 4 correct identification  3.3: 3 correct identification  4.2: 2 correct identification  5.1:1 correct identification  6.0: no correct identification</p> <p><b>Form of Assessment</b>  :</p> Project Results Assessment / Product Assessment	PjBL 2 X 50	PjBL	<p><b>Material:</b>  editing</p> <p><b>Library:</b>  <i>Language Center. tt. Improved Spelling Guidelines. Jakarta: Language Center.</i></p>	5%
16	Mastering scientific writing	Writing scientific papers	<p><b>Criteria:</b></p> <p>1.4: explanation of 4 aspects is correct  2.3: explanation of 3 aspects is correct  3.2: explanation of 2 aspects is correct  4.1: explanation of 1 aspect is correct  5.0: no correct explanation</p> <p><b>Form of Assessment</b>  :</p> Portfolio Assessment	UAS 2 X 50	UAS	<p><b>Material:</b> UAS</p> <p><b>Library:</b>  <i>Language Center. tt. Improved Spelling Guidelines. Jakarta: Language Center.</i></p>	5%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	12.5%
2.	Project Results Assessment / Product Assessment	60%
3.	Portfolio Assessment	17.5%
4.	Test	10%
		100%

#### 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** 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.
- 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.