		Universitas Negeri Surabaya Faculty of Engineering , Information Technology Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Science phylosophy		8320702101		T=2	P=0	ECTS=3.18	2	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Drs. Bambang Sujatmiko, M.T.

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Discussion of the basic principles of the Philosophy of Science which includes ontological, axiological and epistemological studies in understanding, criticizing and reconstructing basic scientific, literary and learning concepts with collaborative, scientific and humanistic strategies.

References	Main :

1. Popper, K. 2008. Logika Penemuan Ilmiah . Yogyakarta: Pustaka Pelajar.
2. Foucault, M. 2007. Order of Thing: Arkeologi Ilmu-ilmu Kemanusiaan . Yogyakarta: Pustaka Pelajar.
3. Sudarminto, J. 202. Epistemologi Dasar: Pengantar Filsafat Pengetahuan. Yogyakarta: Penerbit Kanisius.
4. Poespowardojo, S. 2015. Filsafat Ilmu Pengetahuan: Hakikat Ilmu Pengetahuan, Kritik terhadap Vusu Positivisme Logis serta Implikasinya. Jakarta: PT Kompas Media Nusantara.
5. Kirkham, Richard L. 2013. Teori-teori Kebenaran:Pengantar Kritis dan Komprehensif. Bandung: Penerbit Nusa Media.
6. Suriasumantri, Jujun S. 2009. Filsafat Ilmu: Sebuah Pengantar Populer. Jakarta: Pustaka Sinar Harapan.

	Supporters:

Supporting lecturer	Dr. Tri Rijanto, M.Pd., M.T. Drs. Bambang Sujatmiko, M.T.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Understand the competencies, descriptions, sequence of material in the Philosophy of Science course	Mentioning competencies, descriptions, sequences of material in the Philosophy of Science course	**Criteria:** 1.4: mention and explain the 4 CPs correctly 2.3: just mention and explain correctly the 3 CPs 3.2: name and explain correctly 2 CP 4.1: mention and explain 1 CP 5.0: did not answer	Collaborative Scientific 2 X 50			0%
2	Understanding the nature of the Philosophy of ScienceUnderstanding the scope of the study of the Philosophy of Science	1.Explain the nature of the Philosophy of Science 2.Outlines the scope of the study of Philosophy of Science	**Criteria:** 1.4: the writing is close to the same or 300 words, and describes the nature and scope of the Philosophy of Science correctly. 2.3: the writing is generally correct, only one aspect is incorrectly explained 3.2: the writing only contains two correct aspects. 4.1: writing in general does not answer commands	Collaborative Scientific 2 X 50			0%
3	Identify, history, position of Philosophy of Science	1.Describes the history of the philosophy of science 2.Explain the position and function of the philosophy of science	**Criteria:** 1.4: complete and correct content and attractive appearance 2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content 3.2: the content is partly correct, the appearance is attractive 4.1: the content is incorrect and the appearance is not attractive.	Collaborative Scientific 2 X 50			0%
4	Explain the general conception of science	Define the nature and nature of science. Identify various types and sources of knowledge. Compare the differences between science and other knowledge.	**Criteria:** 1.4: correct content and placement; 2.3: the content is correct, there is a placement error, OR the content is incorrectly placed 3.2: partially correct content, and partially correct placement 4.1: partially correct and incorrect placement OR correct placement and incorrect content.	Collaborative Scientific 2 X 50			0%

5	Understand scientific concepts from an ontology perspective	1.· Identify ontological perspectives 2.· Explain the flow of ontology	**Criteria:** 1.4: correct content, coherent/coherent, maximum length 300-350 words. 2.3: correct content, not coherent/coherent, less than 300 words, 3.2: partially incorrect content, not coherent/coherent, less than 300 words long, 4.1: wrong content	Collaborative Scientific 2 X 50			0%
6	Reconstructing concepts/theories in the field of linguistics and literature ontologically	1.Presents linguistic and/or literary theory 2.Exploring the background of thought of language and/or literary theory figures 3.Concluding the flow of scientific ontology	**Criteria:** 1.4: describe the four correctly and adequately 2.3: describes three that are correct, or all four that are inadequate 3.2: describes 2 correct and inadequate 4.1: describes all four inadequately	Scientific Humanistic 2 X 50			0%
7	Understand scientific concepts from an axiological perspective	1.Identify axiological perspectives 2.Explain the schools of axiology	**Criteria:** 1.4: correct content, coherent/coherent, maximum length 300-350 words. 2.3: correct content, not coherent/coherent, less than 300 words, 3.2: partially incorrect content, not coherent/coherent, less than 300 words long, 4.1: wrong content	Collaborative Scientific 2 X 50			0%
8	SUBSUMATIVE EXAMINATION			2 X 50			0%
9	Reconstruct concepts/theories in the field of linguistics and literature axiologically	1.Presents linguistic and/or literary theory 2.Exploring the background of thought of language and/or literary theory figures 3.Concluding scientific axiological understanding	**Criteria:** 1.4: describe the four correctly and adequately 2.3: describes three that are correct, or all four that are inadequate 3.2: describes 2 correct and inadequate 4.1: describes all four inadequately	Scientific Humanistic 2 X 50			0%
10	Understand scientific concepts from an epistemological perspective	1.Identify epistemological perspectives 2.Explain the schools of epistemology	**Criteria:** 1.4: correct content, coherent/coherent, maximum length 300-350 words. 2.3: correct content, not coherent/coherent, less than 300 words, 3.2: partially incorrect content, not coherent/coherent, less than 300 words long, 4.1: wrong content	Collaborative Scientific 2 X 50			0%

11	Reconstructing concepts/theories in the field of linguistics and literature epistemologically	1.Presents linguistic and/or literary theory 2.Exploring the background of thought of language and/or literary theory figures 3.Concluding scientific epistemological understanding	**Criteria:** 1.4: describe the four correctly and adequately 2.3: describes three that are correct, or all four that are inadequate 3.2: describes 2 correct and inadequate 4.1: describes all four inadequately	Scientific Humanistic 2 X 50			0%
12	Organize the similarities and differences of adjacent theories/concepts objectively	1.Finding the truth of linguistic/literary theory 2.Arguing the truth of linguistic/literary theory	**Criteria:** 1.4: complete and correct content, coherent/coherent arguments 2.3: the content is incomplete, the explanation is correct, the arguments are not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, the argumentation is not coherent/coherent 4.1: content, explanation, sequence is wrong	Scientific Humanistic 2 X 50			0%
13	Organize the similarities and differences of adjacent theories/concepts objectively	1.Finding incorrect linguistic/literary theories 2.Arguing the incorrectness of linguistic/literary theory	**Criteria:** 1.4: complete and correct content, coherent/coherent arguments 2.3: the content is incomplete, the explanation is correct, the arguments are not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, the argumentation is not coherent/coherent 4.1: content, explanation, sequence is wrong	Scientific Humanistic 2 X 50			0%
14	Formulate new concepts on certain linguistic/literary theories	1.Combining various scientific perspectives 2.Choose an attitude of falsification 3.Arguing his choice of attitude	**Criteria:** 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	Scientific Humanistic 2 X 50			0%

| 15 | Formulate new concepts on certain linguistic/literary theories | 1. Formulate new concepts based on findings of untruths
2. Shows consistency of attitude towards the new formulation | **Criteria:**
1.4: contents are complete and correct, coherent/coherent
2.3: the content is incomplete, the explanation is correct, not coherent/coherent
3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent
4.1: content, explanation, sequence is wrong | Scientific Humanistic
2 X 50 | | | 0% |
| 16 | SUMATIVE EXAMINATION | | **Criteria:**
1.4: contents are complete and correct, coherent/coherent
2.3: the content is incomplete, the explanation is correct, not coherent/coherent
3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent
4.1: content, explanation, sequence is wrong | 2 X 50 | | | 0% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes
1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.