	Universitas Negeri Surabaya Faculty of Social Sciences and Law Sociology Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Scientific Writing Techniques	6920102236		T=2	P=0	ECTS=3.18	1	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Agus Machfud Fauzi, M.Si.

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	This course explains the rules of scientific thinking, the differences between scientific and non-scientific essays, paragraphs in scientific essays, language in scientific essays, writing reference sources, writing argumentative scientific essays, critical reviews, writing field notes and interview transcripts, the differences between research proposals and research reports. , as well as searching for scientific information via the internet. The teaching method in this course includes lectures and assignments. The general aim of this course is that students are able to write scientific essays, while specifically, students are able to write scientific journals as a graduation requirement.
References	**Main :**

1. Baunach, D.M., & Davis, R.L. (2007). *Study Guide for Healey's the Essentials of Statistics.* Belmont, CA: Thomson Wadsworth.
Cramer, D. (1998). *Fundamental Statistics for Social Research.* New York: Routledge.
Furqan. (1999) Statistika Terapan Untuk Penelitian, Bandung: Alfabeta.
Hamang, Abdul. (2005) Metode Statistik, Bandung: Graha Ilmu
Minium, E.W. (1993). *Statistical Reasoning in Psychology & Education.* New York: John Wiley & Sons.
Lungan R. (2006) Aplikasi Statistik Hitung Peluang, Bandung: Graha Ilmu
M. Iqbal Hasan. (2003) Pokok-pokok Materi Statistik, Bandung: Alfabeta.
Ridwan (2005) Dasar-dasar Statistik, Bandung: Alfabeta
Sugiyono, (2006) Statistika Untuk Penelitian, Bandung: Alfabeta

Supporters:	
Supporting lecturer	Diyah Utami, S.Sos., M.M. Dr. Refti Handini Listyani, S.Sos., M.Si.

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	Publish research results in scientific journals to become an analyst and researcher of development and education problems	Explain the rules of scientific thinking	**Criteria:** Complete and detailed answers	Lectures and Discussions 2 X 50			0%

2	Publish research results in scientific journals to become an analyst and researcher of development and education problems	Explains scientific and non-scientific essays	**Criteria:** Complete and detailed answers	Behavioristic/Expository Approach/lectures 2 X 50			0%
3	Publish research results in scientific journals to become an analyst and researcher of development and education problems	Explaining paragraphs in scientific essays	**Criteria:** Written report	Behavioristic / Expository Approach 2 X 50			0%
4	Publish research results in scientific journals to become an analyst and researcher of development and education problems	Explaining paragraphs in scientific essays	**Criteria:** Written report	Behavioristic / Expository Approach 2 X 50			0%
5	Publish research results in scientific journals to become an analyst and researcher of development and education problems	Explaining language in scientific essays	**Criteria:** Paper	Behavioristic/Expository Approach 2 X 50			0%
6	Publish research results in scientific journals to become an analyst and researcher of development and education problems	Explains the procedures for writing scientific sources	**Criteria:** Paper	Behavioristic/Expository Approach 2 X 50			0%
7	Publish research results in scientific journals to become an analyst and researcher of development and education problems	Explains the procedures for writing scientific sources	**Criteria:** Paper	Behavioristic/Expository Approach 2 X 50			0%
8	UTS	UTS	**Criteria:** UTS	UTS 2 X 50			0%
9	Master and apply the concept of socialization in the family	Explain socialization in the family	**Criteria:** formulate completely socialization in the family	Behavioristic/ Expository/Lecture 2 X 50			0%
10	Describe socialization theory in explaining educational phenomena	1. Explain the essence of socialization theories 2. Using theory to explain an educational phenomenon	**Criteria:** students are able to review gender socialization theories	lecture discussion 2 X 50			0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							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.