



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																																		
Advanced Qualitative Research Methodology	8800103121	Compulsory Study Program Subjects	T=3	P=0	ECTS=7.56	1	May 1, 2023																																																																																																																		
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																																																																																			
		Prof. Slamet Setiawan, Ph.D.	Prof. Slamet Setiawan, Ph.D.			Dr. Suhartono, M.Pd.																																																																																																																			
Learning model	Project Based Learning																																																																																																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																																								
	PLO-8	Able to develop new scientific theories/concepts/ideas based on managing research data and information and contribute to the development of science and technology by paying attention to humanities values, scientific methodology and developments in the academic world																																																																																																																							
	PLO-16	Mastering research methodology and development of language and literature science and its learning																																																																																																																							
	Program Objectives (PO)																																																																																																																								
	PO - 1	Utilizing science and technology as a tool for analysis and application of qualitative research methods																																																																																																																							
	PO - 2	Mastering the basic principles and technical aspects of qualitative research methods to design research procedures in the field of language-literary education, linguistics, and/or literature																																																																																																																							
	PO - 3	Make strategic decisions in applying qualitative research methods in designing research procedures in the field of language education, linguistics, and/or literature																																																																																																																							
	PO - 4	Responsible and with a character of faith, intelligent, independent, honest, caring, and tough in completing tasks applying qualitative research methods in the field of language-literary education, linguistics, and/or literature																																																																																																																							
	PLO-PO Matrix																																																																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="padding: 5px;">P.O</th> <th style="padding: 5px;">PLO-8</th> <th style="padding: 5px;">PLO-16</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">PO-1</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 5px;">PO-2</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 5px;">PO-3</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 5px;">PO-4</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </tbody> </table>						P.O	PLO-8	PLO-16	PO-1			PO-2			PO-3			PO-4																																																																																																					
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	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2" style="padding: 5px;">P.O</th> <th colspan="16" style="padding: 5px;">Week</th> </tr> <tr> <th style="padding: 5px;">1</th> <th style="padding: 5px;">2</th> <th style="padding: 5px;">3</th> <th style="padding: 5px;">4</th> <th style="padding: 5px;">5</th> <th style="padding: 5px;">6</th> <th style="padding: 5px;">7</th> <th style="padding: 5px;">8</th> <th style="padding: 5px;">9</th> <th style="padding: 5px;">10</th> <th style="padding: 5px;">11</th> <th style="padding: 5px;">12</th> <th style="padding: 5px;">13</th> <th style="padding: 5px;">14</th> <th style="padding: 5px;">15</th> <th style="padding: 5px;">16</th> </tr> </thead> <tbody> <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> <tr> <td style="padding: 5px;">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><td></td> </tr> <tr> <td style="padding: 5px;">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><td></td> </tr> <tr> <td style="padding: 5px;">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><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																	
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Short Course Description	Use of theories and research results that are relevant for the analysis and application of the basic principles of qualitative research in the field of language education, linguistics, and/or literature in an operationally applicable manner. The topics of this course include qualitative research paradigms, qualitative research models, theory functions, data collection and processing, data analysis, and testing the validity of findings through independent study, presentations, discussions, or publications with the final product in the form of a paper/article																																																																																																																								
References	Main :																																																																																																																								

		Supporters:					
		1. Qualitative Research in Applied Linguistics_ A Practical Introduction-Palgrave Macmillan (2009)					
Supporting lecturer		Prof. Slamet Setiawan, M.A., Ph.D. Dr. Widyastuti, S.S., M.Pd.					
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	Utilizing science and technology to prepare a synthesis of research results in the field of language and literature learning in the last five years from reputable international journals to obtain a research method model that supports and accelerates the completion of dissertation proposals.	Presentations	Criteria: Presentation skills and active participation Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Discussion 150 minutes		Material: RPS lecture contract search engines scholarly sources Mendeley course policies Reference: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i>	4%
2	identifying problems in the field of language and literature education, as well as the field of language and literature as research objects and positioning them in the developed research map that focuses on CCDA, CDA, and Method of CDA	Able to identify problems in the field of language and literature education, especially those focusing on Classroom Critical Discourse Analysis	Criteria: Presentation skills and active participation Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Group presentation and discussion 150 minutes		Material: CCDA Library: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i> Material: CDA Library:	4%
3	identifying problems in the field of language and literature education, as well as the field of language and literature as research objects and positioning them in the developed research map that focuses on CCDA, CDA, and Method of CDA	Able to identify problems in the field of language and literature education, especially those focusing on Classroom Critical Discourse Analysis	Criteria: Presentation skills and active participation Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Group presentation and discussion 150 minutes		Material: Literacy cycle, grounded theory, and discourse analysis Library: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i>	4%

4	<p>Mastering the concept of qualitative research methodology in the field of language and literature education for the development of language, literature and learning. Focusing on ethnography, narrative analysis and case study methods</p>	<p>Able to identify problems in the field of language and literature education, especially those focusing on Classroom Critical Discourse Analysis</p>	<p>Criteria: Presentation skills and active participation</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Group presentation and discussion 150 minutes</p>		<p>Material: Literacy cycle, grounded theory, and discourse analysis Library: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i></p> <hr/> <p>Material: Ethnographic research methods, narrative analysis, and case study References: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i></p>	4%
5	<p>Mastering the concept of qualitative research methodology in the field of language and literature education for the development of language, literature and learning. Focusing on ethnography, narrative analysis and case study methods</p>	<p>Able to identify problems in the field of language and literature education, especially those focusing on Classroom Critical Discourse Analysis</p>	<p>Criteria: Presentation skills and active participation</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Group presentation and discussion 150 minutes</p>		<p>Material: Literacy cycle, grounded theory, and discourse analysis Library: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i></p> <hr/> <p>Material: Creative writing, photo video, and genre based analysis Library: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i></p>	4%

6	<p>Mastering the concept of qualitative research methodology in the field of language and literature education for the development of language, literature and learning. Focusing on ethnography, narrative analysis and case study methods</p>	<p>Able to identify problems in the field of language and literature education, especially those focusing on Classroom Critical Discourse Analysis</p>	<p>Criteria: Presentation skills and active participation</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Group presentation and discussion 150 minutes</p>		<p>Material: Literacy cycle, grounded theory, and discourse analysis</p> <p>Library: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction-</i> Palgrave Macmillan (2009)</p> <hr/> <p>Material: Creative writing, photo video, and genre based analysis</p> <p>Library: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction-</i> Palgrave Macmillan (2009)</p> <hr/> <p>Material: Method of critical discourse analysis & content analysis</p> <p>References:</p>	4%
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7	Mastering the concept of qualitative research methodology in the field of language and literature education for the development of language, literature and learning. Focusing on ethnography, narrative analysis and case study methods	Able to identify problems in the field of language and literature education, especially those focusing on Classroom Critical Discourse Analysis	Criteria: Presentation skills and active participation Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Group presentation and discussion 150 minutes		Material: Literacy cycle, grounded theory, and discourse analysis Library: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i> Material: Creative writing, photo video, and genre based analysis Library: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i> Material: Method of critical discourse analysis & content analysis References: Material: Participant-oriented research References:	4%
8	Analysis of proposals	Proposal progress	Criteria: Proposal writing skills Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Group presentation and discussion 150 minutes		Material: Proposal analysis Literature: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i>	4%
9	Analysis of proposals	Proposal progress	Criteria: Proposal writing skills Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Group presentation and discussion 150 minutes		Material: Proposal analysis Literature: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i>	4%

10	Analysis of proposals	Proposal progress	<p>Criteria: Proposal writing skills</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Group presentation and discussion 150 minutes		<p>Material: Proposal analysis</p> <p>Literature: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i></p>	4%
11	Analysis of proposals	Proposal progress	<p>Criteria: Proposal writing skills</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Group presentation and discussion 150 minutes		<p>Material: Proposal analysis</p> <p>Literature: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i></p>	4%
12	Analysis of proposals	Proposal progress	<p>Criteria: Proposal writing skills</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Group presentation and discussion 150 minutes		<p>Material: Proposal analysis</p> <p>Literature: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i></p>	4%
13	Skilled in managing and developing research in the field of language and literature education, as well as in the field of language and literature in a qualitative manner that is beneficial to society and science	Writing process and progress	<p>Criteria: Writing skills</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Review background, research gap, novelties, RQ, and theoretical framework 150		<p>Material: Literature Consultation : <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i></p>	4%
14	Skilled in managing and developing research in the field of language and literature education, as well as in the field of language and literature in a qualitative manner that is beneficial to society and science	Writing process and progress	<p>Criteria: Writing skills</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Review background, research gap, novelties, RQ, and theoretical framework 150		<p>Material: Literature Consultation : <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i></p>	4%
15	Skilled in managing and developing research in the field of language and literature education, as well as in the field of language and literature in a qualitative manner that is beneficial to society and science	Writing process and progress	<p>Criteria: Writing skills</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Review background, research gap, novelties, RQ, and theoretical framework 150		<p>Material: Literature Consultation : <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i></p>	4%

16	Skilled in managing and developing research in the field of language and literature education, as well as in the field of language and literature in a qualitative manner that is beneficial to society and science	Writing process and progress	Criteria: Writing skills Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Review background, research gap, novelties, RQ, and theoretical framework 150		Material: Final revision References: <hr/> Material: Final revision Bibliography: <i>Qualitative Research in Applied Linguistics_ A Practical Introduction- Palgrave Macmillan (2009)</i>	40%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	44%
2.	Project Results Assessment / Product Assessment	56%
		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** 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.