



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																																																																																															
Dissertation Supporting Courses 1	8800102033		T=2 P=0 ECTS=5.04	2	May 1, 2023																																																																																															
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																																
	Prof. Dr. Setya Yuwana, M.A.		Prof. Dr. Bambang Yulianto, M.Pd.	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																																																																																																		
	Program Objectives (PO)																																																																																																			
	PO - 1	Utilizing science and technology to prepare the content of chapter I and chapter II of the dissertation proposal																																																																																																		
	PO - 2	Mastering the theoretical concepts of aspects and content of chapter I and chapter II of the dissertation proposal																																																																																																		
	PO - 3	Make strategic decisions in the context of completing chapter I and chapter II of the dissertation proposal																																																																																																		
	PLO-PO Matrix																																																																																																			
		<table border="1" style="margin-left: 20px;"> <tr> <td>P.O</td> <td colspan="4">PLO-8</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>				P.O	PLO-8				PO-1					PO-2					PO-3																																																																															
	P.O	PLO-8																																																																																																		
	PO-1																																																																																																			
PO-2																																																																																																				
PO-3																																																																																																				
PO Matrix at the end of each learning stage (Sub-PO)																																																																																																				
	<table border="1" style="margin-left: 20px;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <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> </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																
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																																																																																																				
Short Course Description	Use of theories and research results that are relevant to the dissertation research topic to prepare the background and theoretical framework or foundation of the dissertation in a fundamental, comprehensive, integrative and constructive manner. The topics of this course include reviewing previous research, comparing differences in research, referencing relevant theories, and the practice of constructing the background and theoretical basis/framework of a dissertation through independent study, presentations, discussions, or publications with the final product in the form of chapter I and chapter II proposals dissertation which can be accompanied by papers or articles																																																																																																			
References	Main :																																																																																																			
	<ol style="list-style-type: none"> 1. Simuh. 2019. Sufisme Jawa: Transformasi Tasawuf Islam ke Mistik Jawa. Jakarta: Gramedia 2. Deshpande, H.V. 2018. Research in Literature and Language: Philosophy, Areas, and Methodology. India: Notion Press. 3. Szmrecsanyi, Benedikt dan Bernhard Walchi (ed.). 2014. Aggregating Dialectology, Typologi, and Register Analysys: Linguistic Variation in Text and Speech. Boston: De Gruyter. 4. Pinnegar, Stefinee dan Mar Lynn Hamilton. 2009. Self Study of Practice as a Genre of Qualitative Research: Theory, Methodology, and Practice (seri Self Study of Teaching and Teacher Education Practices). New York: Springer. 																																																																																																			
	Supporters:																																																																																																			
Supporting lecturer	Prof. Dr. H. Setya Yuwana, M.A. Dr. Budinuryanta Yohanes, M.Pd. Prof. Dr. H. Bambang Yulianto, M.Pd. Prof. Dr. Kisyani Laksono, M.Hum.																																																																																																			

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	Focusing the problem on the dissertation topic	Students write the title of the dissertation	Criteria: A<B<C<D	Discussion 2 X 50			0%
2	understand the principles and problems behind the topic and focus of dissertation research from various literary and cultural research perspectives	write the problem points that form the background to the topic/focus of the dissertation	Criteria: A: Asking questions and responding to more than 4 opinions in the discussion B : Asking questions and responding to 3 opinions in the discussion C : Asking questions and responding to 2 opinions in the discussion D : Asking questions and responding to only 1 opinion in the discussion	Exploration and Discovery 6 X 50			0%
3	understand the principles and problems behind the topic and focus of dissertation research from various literary and cultural research perspectives	write the problem points that form the background to the topic/focus of the dissertation	Criteria: A: Asking questions and responding to more than 4 opinions in the discussion B : Asking questions and responding to 3 opinions in the discussion C : Asking questions and responding to 2 opinions in the discussion D : Asking questions and responding to only 1 opinion in the discussion	Exploration and Discovery 6 X 50			0%
4	understand the principles and problems behind the topic and focus of dissertation research from various literary and cultural research perspectives	write the problem points that form the background to the topic/focus of the dissertation	Criteria: A: Asking questions and responding to more than 4 opinions in the discussion B : Asking questions and responding to 3 opinions in the discussion C : Asking questions and responding to 2 opinions in the discussion D : Asking questions and responding to only 1 opinion in the discussion	Exploration and Discovery 6 X 50			0%
5	Develop a framework for thinking about the background of the problem	Develop a framework of thought within the background of the problem	Criteria: 1.A: Take an active role and provide opinions on more than 4 responses/questions in the discussion 2.B: Take an active part and provide opinions on 3 responses/questions in the discussion 3.C: Take an active part and provide opinions on 2 responses/questions in the discussion 4.D: Take an active role and provide an opinion on only 1 response/question in the discussion	4 X 50 Discussion			0%

6	Develop a framework for thinking about the background of the problem	Develop a framework of thought within the background of the problem	Criteria: 1.A: Take an active role and provide opinions on more than 4 responses/questions in the discussion 2.B: Take an active part and provide opinions on 3 responses/questions in the discussion 3.C: Take an active part and provide opinions on 2 responses/questions in the discussion 4.D: Take an active role and provide an opinion on only 1 response/question in the discussion	4 X 50 Discussion			0%
7	UTS	UTS	Criteria: UTS	UTS 2 X 50			0%
8	Master the design of the Learning I dissertation in the field of language and/or language.	1.prepare objectives for learning topics I in the field of language and/or sastra 2.2. determine the references needed for learning topics I in the field of language and/or sastra 3. reviewing previous research that is relevant to learning topics I in the field of language and/or language 4. reconstruct the theoretical basis/framework for learning topics I in the field of language and/or language 5. preparing a dissertation plan for learning area I in the field of language and/or literature	Criteria: 1.A: Take an active role and provide opinions on more than 4 responses/questions in the discussion 2.B: Take an active part and provide opinions on 3 responses/questions in the discussion 3.C: Take an active part and provide opinions on 2 responses/questions in the discussion 4.D: Take an active role and provide an opinion on only 1 response/question in the discussion	independent study, presentation and discussion. 2 X 50			0%
9	Master the dissertation design for Learning II, III, IV in the field of language and/or literacy.	1.prepare objectives for learning topics II-IV in the field of language and/or literacy 2.2. Determine the references needed for learning topics II-IV in the field of language and/or language 3. reviewing previous research that is relevant to learning topics II-IV in the field of language and/or language 4. reconstruct the theoretical basis/framework for learning topics II-IV in the field of language and/or language 5. prepare a dissertation plan for learning areas II-IV in the areas of language and/or literature	Criteria: 1.A: Take an active role and provide opinions on more than 4 responses/questions in the discussion 2.B: Take an active part and provide opinions on 3 responses/questions in the discussion 3.C: Take an active part and provide opinions on 2 responses/questions in the discussion 4.D: Take an active role and provide an opinion on only 1 response/question in the discussion	independent study, presentation and discussion. 2 X 50			0%

10	Master the dissertation design for Learning II, III, IV in the field of language and/or literacy.	<p>1.prepare objectives for learning topics II-IV in the field of language and/or literacy</p> <p>2.2. Determine the references needed for learning topics II-IV in the field of language and/or language</p> <p>3. reviewing previous research that is relevant to learning topics II-IV in the field of language and/or language</p> <p>4. reconstruct the theoretical basis/framework for learning topics II-IV in the field of language and/or language</p> <p>5. prepare a dissertation plan for learning areas II-IV in the areas of language and/or literature</p>	<p>Criteria:</p> <p>1.A: Take an active role and provide opinions on more than 4 responses/questions in the discussion</p> <p>2.B: Take an active part and provide opinions on 3 responses/questions in the discussion</p> <p>3.C: Take an active part and provide opinions on 2 responses/questions in the discussion</p> <p>4.D: Take an active role and provide an opinion on only 1 response/question in the discussion</p>	independent study, presentation and discussion. 2 X 50			0%
11	Master the dissertation design for Learning II, III, IV in the field of language and/or literacy.	<p>1.prepare objectives for learning topics II-IV in the field of language and/or literacy</p> <p>2.2. Determine the references needed for learning topics II-IV in the field of language and/or language</p> <p>3. reviewing previous research that is relevant to learning topics II-IV in the field of language and/or language</p> <p>4. reconstruct the theoretical basis/framework for learning topics II-IV in the field of language and/or language</p> <p>5. prepare a dissertation plan for learning areas II-IV in the areas of language and/or literature</p>	<p>Criteria:</p> <p>1.A: Take an active role and provide opinions on more than 4 responses/questions in the discussion</p> <p>2.B: Take an active part and provide opinions on 3 responses/questions in the discussion</p> <p>3.C: Take an active part and provide opinions on 2 responses/questions in the discussion</p> <p>4.D: Take an active role and provide an opinion on only 1 response/question in the discussion</p>	independent study, presentation and discussion. 2 X 50			0%
12	Mastering the design of a dissertation in the field of language	<p>1.setting goals for the language area.</p> <p>2.2. determine the required references for the language area.</p> <p>3. reviewing previous research that is relevant to the field of language.</p> <p>4. reconstruct the theoretical foundation/framework for the field of language.</p> <p>5. drafting a dissertation in the field of language.</p>	<p>Criteria:</p> <p>1.A: Take an active role and provide opinions on more than 4 responses/questions in the discussion</p> <p>2.B: Take an active part and provide opinions on 3 responses/questions in the discussion</p> <p>3.C: Take an active part and provide opinions on 2 responses/questions in the discussion</p> <p>4.D: Take an active role and provide an opinion on only 1 response/question in the discussion</p>	independent study, presentation and discussion. 2 X 50			0%

13	Mastering the design of a dissertation in the field of language	1.setting goals for the language area. 2.2. determine the required references for the language area.3. reviewing previous research that is relevant to the field of language.4. reconstruct the theoretical foundation/framework for the field of language.5. drafting a dissertation in the field of language.	Criteria: 1.A: Take an active role and provide opinions on more than 4 responses/questions in the discussion 2.B: Take an active part and provide opinions on 3 responses/questions in the discussion 3.C: Take an active part and provide opinions on 2 responses/questions in the discussion 4.D: Take an active role and provide an opinion on only 1 response/question in the discussion	independent study, presentation and discussion. 2 X 50			0%
14	Mastering the design of a dissertation in the field of language	1.setting goals for the language area. 2.2. determine the required references for the language area.3. reviewing previous research that is relevant to the field of language.4. reconstruct the theoretical foundation/framework for the field of language.5. drafting a dissertation in the field of language.	Criteria: 1.A: Take an active role and provide opinions on more than 4 responses/questions in the discussion 2.B: Take an active part and provide opinions on 3 responses/questions in the discussion 3.C: Take an active part and provide opinions on 2 responses/questions in the discussion 4.D: Take an active role and provide an opinion on only 1 response/question in the discussion	independent study, presentation and discussion. 2 X 50			0%
15	Mastering the design of a dissertation in the field of language	1.setting goals for the language area. 2.2. determine the required references for the language area.3. reviewing previous research that is relevant to the field of language.4. reconstruct the theoretical foundation/framework for the field of language.5. drafting a dissertation in the field of language.	Criteria: 1.A: Take an active role and provide opinions on more than 4 responses/questions in the discussion 2.B: Take an active part and provide opinions on 3 responses/questions in the discussion 3.C: Take an active part and provide opinions on 2 responses/questions in the discussion 4.D: Take an active role and provide an opinion on only 1 response/question in the discussion	independent study, presentation and discussion. 2 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.

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** 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.
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.