



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 Preproposal Seminar	8800104061		T=4 P=0 ECTS=10.08	1	July 18, 2024												
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator													
	Dr. Suhartono, M.Pd.													
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 gives students the opportunity to present a dissertation proposal consisting of chapter I (introduction), chapter II (theoretical concepts), chapter III (research methods), as well as dissertation research instruments in accordance with the data collection methods used in the research design. In the class forum where the seminar is held, students receive input on organizing the seminar, students receive input on the study program to improve the proposals and instruments they have prepared. Apart from that, this course also equips students with good and effective presentation methods, as well as a scientific attitude to receive constructive input.																
References	Main :																
	1. 1. Tim Program Pascasarjana, UNESA.. <i>Panduan Penyusunan dan Penilaian Tesis dan Disertasi</i> . Surabaya:Unipress. 2. American Psychological Association. (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author. 3. Findlay, B. (2006). <i>How to write psychology research reports and essays</i> . Australia: Australian Psychological Society, Ltd. 4. O'Shea, R.P., Moss, S.A., & McKenzie, W.A. 2007. <i>Writing for Psychology</i> , (5th ed.). Australia: Nelson Australia Pty, Ltd. 5. Sternberg, R.J. (2000). <i>Guide to publishing in Psychology Journals</i> . USA: Cambridge University Press.																
	Supporters:																
Supporting lecturer	Prof. Dr. Udjang Pairin, M.Pd. Dr. Tengsoe Tjahjono, M.Pd. Dr. Mintowati, M.Pd. Prof. Dr. Suyatno, M.Pd. Dr. Syamsul Sodiq, M.Pd. Dr. Suhartono, 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	Have a comprehensive overview of the series of activities and procedures for holding dissertation proposal seminar courses.	Have a comprehensive overview of the series of activities and procedures for holding dissertation proposal seminar courses.	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	Presentation and questions and answers 4 X 50			0%
2	Have the practical ability to present proposals: Title and research focus	Title and research focus: explain well argumentatively.	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	Presentation 4 X 50			0%
3	Explain well and argumentatively the benefits of research	Have good and effective presentation techniques	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	Discussion and questions and answers 4 X 50			0%
4	Able to explain theoretical concepts	Having a constructive scientific attitude: Theoretical concepts	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	Discussion and questions and answers 4 X 50			0%
5	Able to explain theoretical concepts	Explains theory clearly and argumentatively	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	Discussion and questions and answers 4 X 50			0%
6	Have the practical ability to present proposals: Development of research instruments	Have the practical ability to present proposals regarding the development of research instruments	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	Discussion and questions and answers 4 X 50			0%
7	Have the practical ability to present proposals: Development of research instruments	Have the practical ability to present proposals regarding the development of research instruments	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	Discussion and questions and answers 4 X 50			0%

8	Explain and provide examples of mid-semester material	Able to explain and provide examples of mid-semester material	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	UTS 4 X 50			0%
9	Explain data collection techniques well	Mastering data collection techniques well	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	Discussion and questions and answers 4 X 50			0%
10	Mastering data collection techniques well	Explain data collection techniques well	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	Discussion and questions and answers 4 X 50			0%
11	Mastering data collection techniques well	Explain data collection techniques well	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	Discussion and questions and answers 4 X 50			0%
12	Able to improve research proposals and instruments: Data analysis techniques	Explain data analysis techniques	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	Discussion and questions and answers 4 X 50			0%
13	Presentations, discussions and reflections	Presentations, discussions and reflections	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	Discussion and questions and answers 4 X 50			0%
14	Presentations, discussions and reflections	Presentations, discussions and reflections	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	Discussion and questions and answers 4 X 50			0%

15	Presentations, discussions and reflections	Presentations, discussions and reflections	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	Discussion and questions and answers 4 X 50			0%
16	Presentations, discussions and reflections	Presentations, discussions and reflections	Criteria: 1.a. Wrong answer wrong reason 30 2.b. Correct answer, wrong reason 60 3.c. Correct answer, correct reason 90	UAS 4 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.**