



**Universitas Negeri Surabaya  
Faculty of Languages and Arts  
Master's Program in Language and Literature Education**

Document Code

**SEMESTER LEARNING PLAN**

|  |   |  |                                   |  |                                  |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|--|---|--|-----------------------------------|--|----------------------------------|--|------------------------------|---|---|----|----|----|----|----|----|-----|------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| <b>Courses</b>                         | <b>CODE</b>   | <b>Course Family</b>   | <b>Credit Weight</b>              | <b>SEMESTER</b>  | <b>Compilation Date</b>          |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| Analysis of Latest Journal Articles    | 8811103213  |  | T=3 P=0 ECTS=6.72                 | 1  | July 17, 2024                    |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>AUTHORIZATION</b>                   | <b>SP Developer</b>   |  | <b>Course Cluster Coordinator</b> |  | <b>Study Program Coordinator</b> |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | .....   |  | .....                             |  | Dr. Titik Indarti, M.Pd.         |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Learning model</b>                  | Project Based Learning  |  |                                   |  |                                  |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Program Learning Outcomes (PLO)</b> | PLO study program which is charged to the course  |  |                                   |  |                                  |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | Program Objectives (PO)   |  |                                   |  |                                  |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | PLO-PO Matrix   |  |                                   |  |                                  |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  |   | P.O  |                                   |  |                                  |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Short Course Description</b>        | PO Matrix at the end of each learning stage (Sub-PO)  |  |                                   |  |                                  |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  |   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">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> </table> |                                   |  |                                  |  |                              |   |   |    |    |    |    |    |    | P.O | Week |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| P.O                                    | Week  |  |                                   |  |                                  |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  | 1   | 2  | 3                                 | 4  | 5                                | 6  | 7                            | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16  |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>References</b>                      | <p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Fairbairn, G.J. &amp; Fairbairn, S.A. 2001. Reading at university: A guide for students . Buckingham: Open University Press</li> <li>2. Machi, L. A. &amp; McEvoy, B.T. 2012. The literature review: Six steps to success . California: Corwin</li> <li>3. Yeong, F. M. 2014. How to read and critique a scientific research article: Notes to guide students reading primary literature . New York: World Scientific Publishing Company</li> <li>4. Yudkin, B. 2006. Critical reading: Making sense of papers life sciences and medicine . London: Routledge</li> </ol> <p><b>Supporters:</b></p> |  |                                   |  |                                  |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Supporting lecturer</b>             | Prof. Dr. Darni, M.Hum.<br>Dr. Roni, M.Hum., M.A.<br>Didik Nurhadi, M.Pd., M.A., Ph.D.  |  |                                   |  |                                  |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| <b>Week-</b>                           | <b>Final abilities of each learning stage (Sub-PO)</b>  | <b>Evaluation</b>  |                                   | <b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b> |                                  | <b>Learning materials [ References ]</b> | <b>Assessment Weight (%)</b> |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
|  |   | <b>Indicator</b>   | <b>Criteria &amp; Form</b>        | <b>Offline ( offline )</b>   | <b>Online ( online )</b>         |  |                              |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |
| (1)                                    | (2)   | (3)  | (4)                               | (5)  | (6)                              | (7)                                      | (8)                          |   |   |    |    |    |    |    |    |     |      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |

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|---|--|--|---|---------------------------------------|--|---|----|
| 1 | Describe the nature of the latest articles                           | Able to describe the latest articles   | <b>Criteria:</b><br>1.Special: 90 to 100;<br>2.Very good: 76 to 89;<br>3.Average: 56 to 75;<br>4.Below average: 0 to 55<br><br><b>Forms of Assessment :</b><br>Participatory Activities, Portfolio Assessment, Practice / Performance   | Discussion and lecture<br>3 X 50      |  | <b>Material:</b><br>theme 1<br><b>Reference:</b><br><i>Yeong, FM 2014. How to read and critique a scientific research article: Notes to guide students reading primary literature . New York: World Scientific Publishing Company</i> | 5% |
| 2 | Characteristics of cutting-edge journals: international journal Meha | Able to show the characteristics of up-to-date journal articles              | <b>Criteria:</b><br>1.Answering sequentially, completely and correctly, the score is 5<br>2.Answering is not sequential, complete and correct, the score is 4<br>3.Answers that are not in order, incomplete and accurate, the score is 3<br>4.Answers that are not in order, incomplete and inaccurate, the score is 2<br>5.If you answered incorrectly, the score is 1<br><br><b>Form of Assessment :</b><br>Participatory Activities, Portfolio Assessment | Presentation and Discussion<br>3 X 50 |  | <b>Material:</b><br>theme 2<br><b>References:</b><br><i>Yudkin, B. 2006. Critical reading: Making sense of papers life sciences and medicine. London: Routledge</i>   | 5% |
| 3 | Characteristics of cutting-edge journals: national journals          | Able to show the characteristics of cutting-edge journals: national journals | <b>Criteria:</b><br>1.Answering sequentially, completely and correctly, the score is 5<br>2.Answering is not sequential, complete and correct, the score is 4<br>3.Answers that are not in order, incomplete and accurate, the score is 3<br>4.Answers that are not in order, incomplete and inaccurate, the score is 2<br>5.If you answered incorrectly, the score is 1  | Discussion<br>3 X 50                  |  | <b>Material:</b><br>theme 3<br><b>References:</b><br><i>Yudkin, B. 2006. Critical reading: Making sense of papers life sciences and medicine. London: Routledge</i>   | 5% |

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|---|---|---|--|--|--|---|----|
| 4 | Identifying cutting-edge journals: international journals | Able to show up-to-date journal articles                | <b>Criteria:</b><br>1. Answering sequentially, completely and correctly, the score is 5<br>2. Answering is not sequential, complete and correct, the score is 4<br>3. Answers that are not in order, incomplete and accurate, the score is 3<br>4. Answers that are not in order, incomplete and inaccurate, the score is 2<br>5. If you answered incorrectly, the score is 1  | Discussion, lecture, question and answer<br>3 X 50 |  | <b>Material:</b><br>theme 4<br><b>References:</b><br><i>Machi, LA &amp; McEvoy, BT 2012. The literature review: Six steps to success . California: Corwin</i>   | 0% |
| 5 | Identifying cutting-edge journals: international journals | Able to identify the latest journals: national journals | <b>Criteria:</b><br>1. Answering sequentially, completely and correctly, the score is 5<br>2. Answering is not sequential, complete and correct, the score is 4<br>3. Answers that are not in order, incomplete and accurate, the score is 3<br>4. Answers that are not in order, incomplete and inaccurate, the score is 2<br>5. If you answered incorrectly, the score is 1<br><br><b>Form of Assessment :</b><br>Participatory Activities, Portfolio Assessment | Discussion<br>3 X 50                               |  | <b>Material:</b><br>theme 5<br><b>Reference:</b><br><i>Yeong, FM 2014. How to read and critique a scientific research article: Notes to guide students reading primary literature . New York: World Scientific Publishing Company</i> | 0% |

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|---|--|--|--|----------------------|--|--|----|
| 6 | Reviewing recent journal articles: international | Students are able to review the latest journal articles: international | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Answering sequentially, completely and correctly, the score is 5</li> <li>2. Answering is not sequential, complete and correct, the score is 4</li> <li>3. Answers that are not in order, incomplete and accurate, the score is 3</li> <li>4. Answers that are not in order, incomplete and inaccurate, the score is 2</li> <li>5. If you answered incorrectly, the score is 1</li> </ol> <p><b>Forms of Assessment :</b><br/>Participatory Activities, Portfolio Assessment, Practice / Performance</p> | Discussion<br>3 X 50 |  | <p><b>Material:</b><br/>theme 6</p> <p><b>References:</b><br/><i>Yudkin, B. 2006. Critical reading: Making sense of papers life sciences and medicine. London: Routledge</i></p> | 0% |
| 7 | Review/critique of national journal articles     | able to review and criticize national journals                         | <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Answering sequentially, completely and correctly, the score is 5</li> <li>2. Answering is not sequential, complete and correct, the score is 4</li> <li>3. Answers that are not in order, incomplete and accurate, the score is 3</li> <li>4. Answers that are not in order, incomplete and inaccurate, the score is 2</li> <li>5. If you answered incorrectly, the score is 1</li> </ol> <p><b>Form of Assessment :</b><br/>Participatory Activities</p>  | Discussion<br>3 X 50 |  | <p><b>Material:</b><br/>theme 7</p> <p><b>References:</b><br/><i>Yudkin, B. 2006. Critical reading: Making sense of papers life sciences and medicine. London: Routledge</i></p> | 0% |

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| 8  | UTS | UTS | <b>Criteria:</b><br>UTS<br><br><b>Form of Assessment :</b><br>Test | UTS<br>3 X 50 |  | <b>Material:</b><br>themes 1-4<br><b>References:</b><br>Machi, LA & McEvoy, BT 2012. <i>The literature review: Six steps to success</i> . California: Corwin<br><br><b>Material:</b><br>themes 1-4<br><b>Reference:</b><br>Yeong, FM 2014. <i>How to read and critique a scientific research article: Notes to guide students reading primary literature</i> . New York: World Scientific Publishing Company<br><br><b>Material:</b><br>adapting the theme<br><b>References:</b><br>Yudkin, B. 2006. <i>Critical reading: Making sense of papers life sciences and medicine</i> . London: Routledge | 20% |
| 9  |     |     |  |               |  | <b>Material:</b><br>theme 8<br><b>References:</b><br>Yudkin, B. 2006. <i>Critical reading: Making sense of papers life sciences and medicine</i> . London: Routledge  | 0%  |
| 10 |     |     | <b>Form of Assessment :</b><br>Participatory Activities            |               |  | <b>Material:</b><br>theme 9<br><b>Reference:</b><br>Yeong, FM 2014. <i>How to read and critique a scientific research article: Notes to guide students reading primary literature</i> . New York: World Scientific Publishing Company   | 5%  |

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| 11 |  |  | <b>Form of Assessment :</b><br>Participatory Activities |  |  | <b>Material:</b><br>theme 10<br><b>Reference:</b><br><i>Yeong, FM 2014. How to read and critique a scientific research article: Notes to guide reading primary literature . New York: World Scientific Publishing Company</i> | 0% |
| 12 |  |  | <b>Form of Assessment :</b><br>Participatory Activities |  |  | <b>Material:</b><br>theme 11<br><b>References:</b><br><i>Yudkin, B. 2006. Critical reading: Making sense of papers life sciences and medicine. London: Routledge</i>  | 0% |
| 13 |  |  | <b>Form of Assessment :</b><br>Participatory Activities |  |  | <b>Material:</b><br>theme 12<br><b>References:</b><br><i>Yudkin, B. 2006. Critical reading: Making sense of papers life sciences and medicine. London: Routledge</i>  | 5% |
| 14 |  |  | <b>Form of Assessment :</b><br>Participatory Activities |  |  | <b>Material:</b><br>theme 13<br><b>References:</b><br><i>Yudkin, B. 2006. Critical reading: Making sense of papers life sciences and medicine. London: Routledge</i>  | 5% |
| 15 |  |  | <b>Form of Assessment :</b><br>Participatory Activities |  |  | <b>Material:</b><br>theme 15<br><b>Reference:</b><br><i>Yeong, FM 2014. How to read and critique a scientific research article: Notes to guide reading primary literature . New York: World Scientific Publishing Company</i> | 0% |

|    |  |  |                                     |     |  |   |     |
|----|--|--|-------------------------------------|-----|--|---|-----|
| 16 | 1.able to design research proposals that will be used to accelerate study/thesis writing<br>2.able to create research proposals using article materials that have been studied |  | <b>Form of Assessment :</b><br>Test | UAS |  | <b>Material:</b><br>themes 1-15<br><b>References:</b><br><i>Yudkin, B. 2006. Critical reading: Making sense of papers life sciences and medicine. London: Routledge</i> | 15% |
|----|--|--|-------------------------------------|-----|--|---|-----|

#### Evaluation Percentage Recap: Project Based Learning

| No | Evaluation               | Percentage |
|----|--------------------------|------------|
| 1. | Participatory Activities | 19.17%     |
| 2. | Portfolio Assessment     | 4.17%      |
| 3. | Practice / Performance   | 1.67%      |
| 4. | Test                     | 35%        |
|    |                          | 60.01%     |

#### 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** 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.
- 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.