

1	Explain the history of the development of scientific thought	History of the Development of Scientific Thought from Ancient Greece to the Middle Ages	Criteria: 1.Very good 2.Good 3.Enough 4.not enough 5.very little	Lecture Question and answer 2 X 50			0%
2	Explain the history of the development of scientific thought	History of the Development of Scientific Thought in the modern and contemporary era	Criteria: 1.Very good 2.Good 3.Enough 4.not enough 5.very little	. 2 X 50 Question and Answer Lectures			0%
3	Explain the history of the development of scientific thought	History of the Development of Scientific Thought in the modern and contemporary era	Criteria: 1.Very good 2.Good 3.Enough 4.not enough 5.very little	. 2 X 50 Question and Answer Lectures			0%
4	Explains comprehensively the meaning, object and scope of Philosophy. with science	Scope of Philosophy and Science	Criteria: 1.Very good 2.Good 3.Enough 4.not enough 5.very less	Lecture Discussion Questions and Answers 2 X 50			0%
5	Explains comprehensively the meaning, object and scope of Philosophy. with science	Scope of Philosophy and Science	Criteria: 1.Very good 2.Good 3.Enough 4.not enough 5.very less	Lecture Discussion Questions and Answers 2 X 50			0%
6	Explain the relevance of the concept of knowledge in philosophy, science and philosophy of science as well as the use of philosophy of science for science	The Relevance of Philosophy, Science, Philosophy of Knowledge and Philosophy of Science	Criteria: 1.Very good 2.Good 3.Enough 4.not enough 5.very less	- Lecture - Discussion Question and answer 2 X 50			0%
7	Explains comprehensively the position of philosophy of science in the development of science	The Position of Philosophy of Science in the Development of Science	Criteria: 1.very well 2.Good 3.Enough 4.not enough 5.very little	- Lecture - Discussion Question and answer 2 X 50			0%
8	UTS	UTS	Criteria: 1.Very good 2.Good 3.Enough 4.not enough 5.very less	UTS 2 X 50			0%
9	Distinguish and group the diversity of sciences	Diversity and Grouping of Sciences	Criteria: 1.Very good 2.Good 3.Enough 4.not enough 5.very less	Lecture discussion Question and answer 2 X 50			0%
10	Explain the basis for the study of science	Foundations of Science Study (ontology of science, epistemology of science and axiology of science)	Criteria: 1.Very good 2.Good 3.Enough 4.less 5.very less	Lecture Discussion Questions and answers 2 X 50			0%
11	Explain the basis for the study of science	Foundations of Science Study (ontology of science, epistemology of science and axiology of science)	Criteria: 1.Very good 2.Good 3.Enough 4.less 5.very less	Lecture Discussion Questions and answers 2 X 50			0%

12	Explain analytically the problems of truth	The Problem of Truth	Criteria: 1.Very good 2.Good 3.Enough 4.not enough 5.very less	Lecture Discussion Questions and answers 2 X 50		0%
13	Explain the relationship between science, technology and culture	The Relationship between Philosophy, Science and Technology and Culture	Criteria: 1.Very good 2.Good 3.Enough 4.not enough 5.very little	Lecture Discussion Questions and answers 2 X 50		0%
14	Explain the relationship between ethical values, scientific ethics and scientific society	Ethics and Science	Criteria: 1.Very good 2.Good 3.Enough 4.not enough 5.very less	Lecture Discussion Questions and answers 2 X 50		0%
15	Evaluate the relationship between Science and Society	Society, Science, politics, and value-free issues	Criteria: 1.Very good 2.Good 3.Enough 4.not enough 5.very less	Lecture Discussion Questions and answers 2 X 50		0%
16	UAS		Criteria: 1.Very good 2.Good 3.Enough 4.not enough 5.very less	UAS 2 X 50		0%

Evaluation Percentage Recap: Case Study

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.
- 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.

