



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**English Language Education Undergraduate Study Program**

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>												
Paper Writing	8820302150		T=2 P=0 ECTS=3.18	5	July 18, 2024												
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>												
		.....	.....		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.												
<b>Learning model</b>	<b>Case Studies</b>																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																
	<b>Program Objectives (PO)</b>																
	<b>PLO-PO Matrix</b>																
		P.O															
	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Short Course Description</b>	This subject discusses the basic concepts and the steps on how to write a coherent, unified, and scientific paper using acceptable language rules and rules of writing scientific papers and having rich content. The lecture is initiated with explanations on kinds and organization of papers (ie conceptual and research papers), writing quotations, paraphrase, and summary, and also writing references. The following lectures are then more focused on writing conceptual paper and the steps of how to write it, start from writing a title, developing an introduction, making an outline for paper body, developing paper body, developing result and discussion, until writing conclusion, references, and abstract. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.																
<b>References</b>	<b>Main :</b>																
	<ol style="list-style-type: none"> <li>1. Bailey, S. 2011. Academic writing: A handbook for international students (Third ed.). Oxon: Routledge.</li> <li>2. Coe, Norman., et.al. 1986. Writing Skills . London: Cambridge University Press.</li> <li>3. Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide . New York: St. Martin 19s.</li> <li>4. Oshima, Alice and Hogue, Ann. 1999. Writing Academic English. New York: Longman</li> </ol>																
	<b>Supporters:</b>																
<b>Supporting lecturer</b>	SUSANTO Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd. Kusumarasdyati, Ph.D. Rahayu Kuswardani, S.Pd., M.Appl. Nur Chakim, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd.																
<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>												
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>										
1	To know the kinds and the organization of paper: Conceptual Paper Research Paper	<ol style="list-style-type: none"> <li>1.To mention the kinds of papers.</li> <li>2.To identify the organization of Conceptual Paper.</li> <li>3.To identify the organization of Research Paper.</li> </ol>	<b>Criteria:</b> Students 19 Participation (including the students 19 attendance and participation) !92 20%Individual Assignments !92 30%Paper Consultation !92 20%Take-home Final Test (Full Paper) !92 30%	Discussion Lecturing Question-Answer 2 X 50			0%										

2	To be able to write:QuotationsParaphraseSummary	<ol style="list-style-type: none"> <li>1.To identify direct and indirect quotations</li> <li>2.To identify paraphrase</li> <li>3.To identify summaries</li> <li>4.To differentiate paraphrases from summary.</li> <li>5.To write Direct Quotations</li> <li>6.To write Indirect Quotations</li> <li>7.To write paraphrase from the given paragraphs.</li> <li>8.To write a summary from the given paragraphs.</li> </ol>	<b>Criteria:</b> The students will get an excellent score (10%) if their paraphrases and summaries meet the rules of writing Paraphrase and Summary	DemonstrationDiscussionLecturingQuestion-Answer Exercises 2 X 50			0%
3	To be able to write:QuotationsParaphraseSummary	<ol style="list-style-type: none"> <li>1.To identify direct and indirect quotations</li> <li>2.To identify paraphrase</li> <li>3.To identify summaries</li> <li>4.To differentiate paraphrases from summary.</li> <li>5.To write Direct Quotations</li> <li>6.To write Indirect Quotations</li> <li>7.To write paraphrase from the given paragraphs.</li> <li>8.To write a summary from the given paragraphs.</li> </ol>	<b>Criteria:</b> The students will get an excellent score (10%) if their paraphrases and summaries meet the rules of writing Paraphrase and Summary	DemonstrationDiscussionLecturingQuestion-Answer Exercises 2 X 50			0%
4	To be able to write References	<ol style="list-style-type: none"> <li>1.To identify references taken from various sources.</li> <li>2.To differentiate references taken from various sources.</li> <li>3.To differentiate references from bibliography.</li> <li>4.To write references based on the given sources.</li> </ol>	<b>Criteria:</b> The students will get an excellent score (5%) if their references meet the rules of writing References	DemonstrationDiscussionLecturingQuestion-Answer Exercises 2 X 50			0%
5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%

15							0%
16							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.