



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Thesis Proposal Writing	7920202221	Compulsory Study Program Subjects	T=2 P=0 ECTS=3.18	6	July 16, 2024
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator	
		Dr. Ali Mustofa, S.S., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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PLO-5	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement
PLO-9	Be able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation.

Program Objectives (PO)	
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PO - 1	Introduction to Thesis Proposal Writing
PO - 2	Choosing a Research Topic
PO - 3	Reviewing Literature
PO - 4	Research Methods
PO - 5	Crafting a Research Hypothesis
PO - 6	Structuring the Proposal (Part 1)
PO - 7	Structuring the Proposal (Part 2)
PO - 8	Writing the Literature Review
PO - 9	Research Ethics
PO - 10	Writing Style and Clarity
PO - 11	Peer Review and Feedback
PO - 12	Finalizing the Proposal
PO - 13	Final Exam Preparation

PLO-PO Matrix	
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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-9</th> </tr> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td></tr> <tr><td>PO-6</td><td></td><td></td></tr> <tr><td>PO-7</td><td></td><td></td></tr> <tr><td>PO-8</td><td></td><td></td></tr> <tr><td>PO-9</td><td></td><td></td></tr> <tr><td>PO-10</td><td></td><td></td></tr> <tr><td>PO-11</td><td></td><td></td></tr> <tr><td>PO-12</td><td></td><td></td></tr> <tr><td>PO-13</td><td></td><td></td></tr> </table>	P.O	PLO-5	PLO-9	PO-1			PO-2			PO-3			PO-4			PO-5			PO-6			PO-7			PO-8			PO-9			PO-10			PO-11			PO-12			PO-13			
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PO Matrix at the end of each learning stage (Sub-PO)	
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	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	PO-13																
Short Course Description	The course introduces the students to the steps of how to write a research proposal. In the first half of the semester students learn to select a topic for their research, limit the scope of the study, write the rationale, formulate the research questions and the objectives of the study, and define the specific terms used in the study. During the second half of the semester, they will learn to write a review of related literature for the proposed topic which covers theoretical framework and state of the arts of the topic chosen. Classroom activities will be in the format of discussion, presentation in class seminar, lecturing, and full thesis proposal writing project.																
References	Main : 1. Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education. 2. Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co. 3. Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University. 4. Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's. 5. Thomson Reuters. 2012. Endnote X6 Help.																
	Supporters:																
Supporting lecturer	Drs. Much Koiri, M.Si. Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D. Prof. Slamet Setiawan, M.A., Ph.D. Diana Budi Darma, S.S., M.Pd. Dr. Widyastuti, S.S., M.Pd. Dian Rivia Himmawati, S.S., M.Hum. Dr. Ali Mustofa, S.S., M.Pd. Lina Purwaning Hartanti, S.Pd., M.EIL. Lisetyo Ariyanti, S.S., M.Pd. Fithriyah Inda Nur Abida, S.S., M.Pd. Ayunita Leliana, S.S., M.Pd. Adam Damanhuri, S.S., M.Hum. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. Uci Elly Kholidah, S.S., M.A. Ephrilia Noor Fitriana, S.Hum., M.Hum. Cilia Deandra Maya Putri, S.Hum., M.A.																
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	Introduction to the course	To show understanding on what is a research proposal, why a researcher needs to write a proposal, how to write a convincing proposal.	<p>Criteria: -</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, lecture, Q & A, assignment 2 X 50		<p>Material: Introduction to the course Library: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: Introduction to the course Bibliography: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: Introduction to the course References: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: Introduction to the course References: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i></p> <hr/> <p>Material: Introduction to the course Library: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
2	To communicate the ideas of the intended study which covers the rationale, problems, research questions or hypotheses, variables (if any), and terms	To write the background of the study	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Components 2.Criteria 3.Score (weight) 4.1. Purpose 5.a. What is the author&rsquos purpose? To detail and experiment? To make an evaluation? To develop teaching materials, media, teaching technique(s), assessment instrument(s)? 6.b. Does the writer write down the thesis statement that tells the reader what is his/her specific purpose? 7.c. Is it effective? Does it predict how the 	Presentation, discussion, question-answer, assignment 2 X 50		<p>Material: rationale, problems, research questions or hypotheses, variables (if any), and terms Library: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: rationale, problems, research questions or</p>	3%

			<p>research will be developed?</p> <p>8.20</p> <p>9.2. Content</p> <p>10.a. Does the writer review previous studies to justify that his/her research is worth conducting?</p> <p>11.b. Does it discuss the weakness of the previous studies so that the current research should be done?</p> <p>12.c. Is it clear and comprehensive (covering completely or broadly)</p> <p>13.25</p> <p>14.3. Organization</p> <p>15.a. Does it have an appropriate structure for a thesis proposal?</p> <p>16.b. Are the central thesis and supporting data integrated into a logical presentation?</p> <p>17.c. Does the writer present the arguments clearly?</p> <p>18.25</p> <p>19.4. Style</p> <p>20.a. Is it at the most appropriate level of technicality for the anticipated readers?</p> <p>21.b. Are all the sentences clear, concise, and fluent?</p> <p>22.c. Has the writer chosen appropriate words?</p> <p>23.10</p> <p>24.5. Language</p> <p>25.a. Are there any grammatical mistakes that hinder your understanding?</p> <p>26.b. Does the writer use effective transitions both within the paragraph and between paragraphs?</p> <p>27.15</p> <p>28.6. Mechanics</p> <p>29.a. Is the documentation given in acceptable format?</p> <p>30.b. Is the punctuation correct?</p> <p>31.c. Are there any misspelled words?</p> <p>32.5</p> <p>Form of Assessment : Participatory Activities</p>		<p>hypotheses, variables (if any), and terms</p> <p>References: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: rationale, problems, research questions or hypotheses, variables (if any), and terms</p> <p>References: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: rationale, problems, research questions or hypotheses, variables (if any), and terms</p> <p>References: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i></p> <hr/> <p>Material: rationale, problems, research questions or hypotheses, variables (if any), and terms</p> <p>Library: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>
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3	Choosing a Research Topic	<p>1. Presents research interests and potential topics clearly.</p> <p>2. Shows evidence of thought and effort in narrowing down the research focus.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Ability to articulate research interests and initial topic ideas. 2. Progress in narrowing down the research topic. <p>Form of Assessment : Participatory Activities, Practical Assessment</p>	<p>Identifying research interests. Narrowing down the topic. Formulating research questions. 2 x 50 minutes</p>		<p>Material: Choosing a Research Topic Library: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: Choosing a Research Topic Bibliography: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: Choosing a Research Topic References: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: Choosing a Research Topic References: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</i></p> <hr/> <p>Material: Choosing a Research Topic Reference: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
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4	Reviewing Literature	<p>1. Choose appropriate sources and explain their relevance.</p> <p>2. Synthesizes information effectively and identifies gaps in the literature.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Quality and relevance of selected sources. 2. Ability to synthesize information and identify gaps in the literature. <p>Form of Assessment : Participatory Activities</p>	<p>The role of literature review in a thesis proposal. Finding and evaluating sources. Annotating and synthesizing literature. 2 x 50 minutes</p>		<p>Material: Reviewing Literature Library: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: Reviewing Literature Bibliography: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: Reviewing Literature References: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: Reviewing Literature References: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</i></p> <hr/> <p>Material: Reviewing Literature Library: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
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5	Research Methods	<p>1. Demonstrates comprehension of research methods.</p> <p>2. Actively participates in ethical discussions and understands their importance.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Understanding of qualitative and quantitative research methods. 2. Engagement in discussions on ethical considerations. <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Introduction to research methods. Qualitative vs. quantitative research. Ethical considerations in research. 2 x 50 minutes</p>		<p>Material: Research Methods Library: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: Research Methods Bibliography: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: Research Methods References: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: Research Methods Bibliography: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</i></p> <hr/> <p>Material: Research Methods Library: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
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6	To communicate the ideas of the intended study which covers the rationale, problems, research questions or hypotheses, variables (if any), and terms.	T, To write the significance of the study To formulate the research question, To write the purpose of the study	<p>Criteria: ComponentsCriteriaScore (weight)1. Purposea. What is the author's purpose? To detail and experiment? To make an evaluation? To develop teaching materials, media, teaching technique(s), assessment instrument(s)?b. Does the writer write down the thesis statement that tells the reader what is his/her specific purpose?c. Is it effective? Does it predict how the research will be developed?202. Contenta. Does the writer review previous studies to justify that his/her research is worth conducting? b. Does it discuss the weakness of the previous studies so that the current research should be done?c. Is it clear and comprehensive (covering completely or broadly)253. Organizationa. Does it have an appropriate structure for a thesis proposal? b. Are the central thesis and supporting data integrated into a logical presentation? c. Does the writer present the arguments clearly?254. Stylea. Is it at the most appropriate level of technicality for the anticipated readers?b. Are all the sentences clear, concise, and fluent?c. Has the writer chosen appropriate words?105. Languagea. Are there any grammatical mistakes that hinder your understanding? b. Does the writer use effective transitions both within the paragraph and between paragraphs?156. Mechanicsa. Is the documentation given in acceptable format?b. Is the punctuation correct? c. Are there any misspelled words?5</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Presentation, discussion, question-answer, assignment 2 x 50 minutes		<p>Material: Crafting a Research Hypothesis Literature: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: Crafting a Research Hypothesis Bibliography: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: Crafting a Research Hypothesis References: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: Crafting a Research Hypothesis Bibliography: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</i></p> <hr/> <p>Material: Crafting a Research Hypothesis Library: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
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7	Structuring the Proposal (Part 1)	<p>1. Formulates clear research hypotheses.</p> <p>2. Begins to outline the sections of the proposal effectively.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Clarity of research hypotheses. 2. Progress in structuring the proposal. <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Introduction and background. Statement of the problem. Purpose of the study. 2 x 50 minutes</p>		<p>Material: Structuring the Proposal Library: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: Structuring the Proposal Bibliography: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: Structuring the Proposal Bibliography: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: Structuring the Proposal Bibliography: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</i></p> <hr/> <p>Material: Structuring the Proposal Library: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	4%
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8	To write a review of related literature for the proposed research	To select relevant references for the chosen topic To make note on EndNote for relevant references	<p>Criteria: ComponentsCriteriaScore (weigh)1. Purposea. What is the author’s purpose? To detail and experiment? To make an evaluation? To develop teaching materials, media, teaching technique(s), assessment instrument(s)?b. Does the writer write down the thesis statement that tells the reader what is his/her specific purpose?c. Is it effective? Does it predict how the research will be developed?202. Contenta. Does the writer review previous studies to justify that his/her research is worth conducting? b. Does it discuss the weakness of the previous studies so that the current research should be done?c. Is it clear and comprehensive (covering completely or broadly)253. Organizationa. Does it have an appropriate structure for a thesis proposal? b. Are the central thesis and supporting data integrated into a logical presentation? c. Does the writer present the arguments clearly?254. Stylea. Is it at the most appropriate level of technicality for the anticipated readers?b. Are all the sentences clear, concise, and fluent?c. Has the writer chosen appropriate words?105. Languagea. Are there any grammatical mistakes that hinder your understanding? b. Does the writer use effective transitions both within the paragraph and between paragraphs?156. Mechanicsa. Is the documentation given in acceptable format?b. Is the punctuation correct? c. Are there any misspelled words?5</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, lecture, question-answer, assignment 2 X 50 minutes		<p>Material: Structuring the Proposal Library: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: Structuring the Proposal Bibliography: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: Structuring the Proposal Bibliography: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: Structuring the Proposal Bibliography: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin’s.</i></p> <hr/> <p>Material: Structuring the Proposal Library: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	4%
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9	Developing a Theoretical Framework	<p>1. Constructs a coherent theoretical framework.</p> <p>2. Engages in discussions about ethical dilemmas and solutions.</p>	<p>Criteria:</p> <p>1. Ability to construct a theoretical framework.</p> <p>2. Understanding of ethical considerations in research.</p> <p>Form of Assessment : Participatory Activities</p>	<p>The role of theory in a thesis proposal.</p> <p>Constructing a theoretical framework.</p> <p>Theoretical perspectives and their applications.</p> <p>2 x 50 minutes</p>		<p>Material: Developing a Theoretical Framework</p> <p>Library: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: Developing a Theoretical Framework</p> <p>References: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: Developing a Theoretical Framework</p> <p>References: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: Developing a Theoretical Framework</p> <p>References: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</i></p> <hr/> <p>Material: Developing a Theoretical Framework</p> <p>Library: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	4%
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10	Research Ethics	<p>1. Demonstrates improved writing style and clarity in assignments.</p> <p>2. Provides constructive feedback to peers and incorporates feedback into own work.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Improvement in writing style and clarity. 2. Effective participation in peer review and feedback sessions. <p>Form of Assessment : Participatory Activities</p>	<p>Ethical considerations in thesis research. Institutional Review Board (IRB) approval. Ethical guidelines and best practices. 2 x 50 minutes</p>		<p>Material: Research Ethics Library: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: Research Ethics Bibliography: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: Research Ethics References: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: Research Ethics Bibliography: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</i></p> <hr/> <p>Material: Research Ethics Library: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
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11	To write a review of related literature for the proposed research	To organize the ideas into logical presentation	<p>Criteria: as written above</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, lecture, question-answer, assignment 8 X 50		<p>Material: review of related literature Library: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: review of related literature Bibliography: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: review of related literature References: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: review of related literature Bibliography: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i></p> <hr/> <p>Material: review of related literature Reference: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
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12	Writing Style and Clarity	<p>1. Demonstrates improved writing style and clarity in assignments.</p> <p>2. Provides constructive feedback to peers and incorporates feedback into own work.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Improvement in writing style and clarity. 2. Effective participation in peer review and feedback sessions. <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>Effective academic writing. Clarity, conciseness, and coherence. Proofreading and editing strategies. 2 x 50 minutes</p>		<p>Material: Writing Style and Clarity Library: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: Writing Style and Clarity Bibliography: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: Writing Style and Clarity References: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: Writing Style and Clarity Bibliography: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</i></p> <hr/> <p>Material: Writing Style and Clarity Library: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
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13	Peer Review and Feedback	<p>1. Demonstrates improved writing style and clarity in assignments.</p> <p>2. Provides constructive feedback to peers and incorporates feedback into own work.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Improvement in writing style and clarity. 2. Effective participation in peer review and feedback sessions. <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment</p>	Peer review process. Giving and receiving constructive feedback. Revision strategies. 2 X 50		<p>Material: Peer Review, and Feedback Literature: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: Peer Review, and Feedback Bibliography: Hefferman, James AW and John E. Lincoln. 1982. <i>Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: Peer Review, and Feedback Bibliography: Kimberley, N., & Crosling, G. 2012. <i>Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: Peer Review, and Feedback Bibliography: Kiszner, Laurie G. and Stephen R. Mandell. 1983. <i>Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</i></p> <hr/> <p>Material: Peer Review, and Feedback Library: Thomson Reuters. 2012. <i>Endnote X6 Help.</i></p>	3%
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14	Finalizing the Proposal	<p>1. Submit a polished and well-structured proposal.</p> <p>2. Demonstrates improvement in presentation skills during practice sessions.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Quality of the finalized proposal. 2. Progress in developing presentation skills. <p>Form of Assessment : Participatory Activities</p>	<p>Polishing and finalizing the proposal. Preparing the reference list. Proper citation and referencing. 2 X 50</p>		<p>Material: Finalizing the Proposal Library: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: Finalizing the Proposal Bibliography: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: Finalizing the Proposal References: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: Finalizing the Proposal Bibliography: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</i></p> <hr/> <p>Material: Finalizing the Proposal Library: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	4%
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15	Finalizing the Proposal	<p>1. Submit a polished and well-structured proposal.</p> <p>2. Demonstrates improvement in presentation skills during practice sessions.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Quality of the finalized proposal. 2. Progress in developing presentation skills. <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Polishing and finalizing the proposal. Preparing the reference list. Proper citation and referencing. 2 X 50</p>		<p>Material: Finalizing the Proposal Library: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Material: Finalizing the Proposal Bibliography: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Material: Finalizing the Proposal References: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Material: Finalizing the Proposal Bibliography: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</i></p> <hr/> <p>Material: Finalizing the Proposal Library: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	4%
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16	FINAL EXAM	1. Clarity and Organization 2. Content and Research Quality 3. Citation and Referencing 4. Ethical Considerations 5. Presentation Skills 6. Overall Quality	Criteria: 1. Clarity and Organization (20 points) 2. Content and Research Quality (25 points) 3. Citation and Referencing (15 points) 4. Ethical Considerations (15 points) 5. Presentation Skills (15 points) 6. Overall Quality (10 points) Form of Assessment : Project Results Assessment / Product Assessment	The final exam for this course will consist of a written proposal that students will need to complete within a specified time frame. The proposal should include all the elements covered throughout the course, such as research questions, literature review, research methods, theoretical framework, and ethical considerations. Students will also be required to provide a brief oral presentation of their proposal. 2 x 50		Material: Final exam Literature: <i>Academic Language and Literacy Development. 2012. Writing Proposals in Education. Clayton: Faculty of Education.</i> Material: Final exam Bibliography: <i>Hefferman, James AW and John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i> Material: Final exam References: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i> Material: Final exam Bibliography: <i>Kiszner, Laurie G. and Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</i> Material: Final exam Reader: <i>Thomson Reuters. 2012. Endnote X6 Help.</i>	50%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	37.25%
2.	Project Results Assessment / Product Assessment	53.75%
3.	Portfolio Assessment	6.75%
4.	Practical Assessment	2.25%
		100%

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.