	Universitas Negeri Surabaya Faculty of Education, Master of Guidance and Counseling Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
ANALYSIS OF ARTICLES & PUBLICATIONS OF SCIENTIFIC WORKS	12oke03022	Compulsory Study Program Subjects	T=3	P=0	ECTS=6.72	2	April 1, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program which 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	Study and analysis of various scientific articles in the field of guidance and counseling, especially those published in accredited and indexed journals. Analysis of journal articles related to the thesis research topic that students will take. Through this journal analysis, students study relevant topics, trending topics, and the newest topics. Students also practice compiling articles and submitting (sending) the articles to journal managers or publishers.
References	**Main :**

1. Corey, G. 2015. Theory and Practice of Counseling and Psychotherapy (6th. ed.) . California: Brooks/Cole Publishing Company.
2. Gysbers, N. C., & Henderson, P. 2014. Developing and managing your school guidance and counseling program .
3. John Wiley & Sons. Neukrug, Ed. 2012. The World of Counselor : An Introduction to The Counseling Profession . Belmont, CA : Brooks/Cole.
4. A. Syaefullah, (2015), Prinsip Dasar Penyusunan dan Penulisan Karya Tulis Ilmiah , Gramedia Widya Sarana Indonesia, Jakarta
5. J.T Yang & J.N. Yang,(1995) : An Outline of Scientific Writing, World Scientific, Singapore
6. J. Blackwell & J. Martin, (2011). A Scientific Approach to Scientific Writing , Springer Science Business Media, New York.1.
7. American Psychological Association; (2010), Publication manual of the American Psychological Association 6th ed , American Psychological Association, Washington DC.

Supporters:	
Supporting lecturer	Prof. Dr. Budi Purwoko, S.Pd., 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	Explain the concept of scientific work and publication of scientific work	able to explain the definition of scientific work. able to explain how to publish scientific papers	**Criteria:** Attached **Form of Assessment** : Practice / Performance	Lectures, Discussions, Presentations, 3 X 50		**Material:** J. Blackwell & J. Martin, (2011). A Scientific Approach to Scientific Writing, Springer Science Business Media, New York.1. **References:** *J. Blackwell & J. Martin, (2011). A Scientific Approach to Scientific Writing, Springer Science Business Media, New York.1.*	5%
2	Mastering knowledge about scientific works. Analysis of article content	1. able to explain the meaning of scientific work 2. able to explain types of scientific work 3. able to explain the variety of language works	**Criteria:** Attached	Lectures, Discussions, Presentations, 3 X 50			5%
3	Mastering knowledge about scientific paper writing techniques. Analysis of article content	1. Able to write Title, running title, Author, Affiliation, Abstract and Keywords 2. Analyze the content of the article	**Criteria:** Attached **Form of Assessment** : Practice / Performance	Lectures, Discussions, Presentations, 3 X 50			5%
4	Mastering knowledge about scientific paper writing techniques. Analysis of article content	1. Able to write an introduction 2. Analyze the content of the article	**Criteria:** Attached **Form of Assessment** : Practice / Performance	Lectures, Discussions, Presentations 3 X 50			5%
5	Mastering knowledge about scientific paper writing techniques. Analysis of article content	1. Able to write Materials and Methods (Research Methods 2. Analyze the content of the article	**Criteria:** Attached **Form of Assessment** : Practice / Performance	Lectures, Discussions, Presentations 3 X 50			5%
6	Mastering knowledge about scientific paper writing techniques. Analysis of article content		**Criteria:** Attached **Form of Assessment** : Practice / Performance	Lectures, Discussions, Presentations, 3 X 50			5%
7	Mastering knowledge about scientific paper writing techniques. Analysis of article content	1. Able to write Discussions 2. Analyze the content of the article	**Criteria:** Attached **Form of Assessment** : Practical Assessment, Practice/Performance	Lectures, Discussions, Presentations, 3 X 50			5%
8	UTS	UTS	**Criteria:** ATTACHED **Form of Assessment** : Project Results Assessment / Product Assessment	3 X 50 PERFORMANCE TEST			15%
9	· Mastering knowledge about techniques for writing scientific papers · Analysis of article content	Able to write Conclusion, Acknowledgments (acknowledgments), References (bibliography) 2. Analyze the contents of the article	**Criteria:** Attached **Form of Assessment** : Practice / Performance	Lectures, Discussions, Presentations 3 X 50			5%

10	Mastering knowledge about Scientific Work Publication techniques Analysis of article content	1. able to explain the type of publication 2. able to start the publication process 3. able to search for journals or publications where they are published 4. able to submit scientific articles	**Criteria:** Attached **Form of Assessment** : Practice / Performance	Lectures, Discussions, Presentations, Experiments n 3 X 50			5%
11	Mastering knowledge about Scientific Work Publication techniques	1. able to explain the types of publications 2. able to start the publication process 3. able to search for journals or publication venues able to submit scientific articles	**Criteria:** Attached **Form of Assessment** : Practice / Performance	Lectures, Discussions, Presentations, Experiments n 3 X 50			5%
12	Mastering the Techniques of Writing Scientific Papers and Publishing Them	Able to write good and correct scientific work	**Criteria:** Attached **Form of Assessment** : Practice / Performance	Presentation, Experiment n 3 X 50			5%
13	Mastering the Techniques of Writing Scientific Papers and Publishing Them	Able to write good and correct scientific work	**Criteria:** Attached **Form of Assessment** : Practice / Performance	Presentation, Experiment n 3 X 50			5%
14	Mastering the Techniques of Writing Scientific Papers and Publishing Them	Able to write good and correct scientific work	**Criteria:** Attached **Form of Assessment** : Practice / Performance	Presentation, Experiment n 3 X 50			5%
15	Mastering the Techniques of Writing Scientific Papers and Publishing Them	Able to write good and correct scientific work	**Criteria:** Attached **Form of Assessment** : Practice / Performance	Presentation, Experiment n 3 X 50			10%
16	UAS		**Form of Assessment** : Practice / Performance	UAS 3 x 50 work			15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	15%
2.	Practical Assessment	2.5%
3.	Practice / Performance	82.5%
		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.