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|  | | **UNIVERSITAS NEGERI PADANG**  **FACULTY OF ENGINEERING**  **ELECTRONICS DEPARTMENT**  **INFORMATICS EDUCATION STUDY PROGRAM** | | | | | | | | | | **Document Code** | |
| **STUDY LEARNING PLAN (SLP)** | | | | | | | | | | | | | |
| **Course** | | | | | | **Code** | | **Course Group** | **Credit Points (CP)** | | **Semester** | **Date of Creation** | |
| **(Komunikasi Ilmiah)**  **Scientific Communication** | | | | | | TIK2.61.2309 | | Compulsory Courses of the Study Program | 2 CP (Theory) | | 6 (Sixth) | July 2017 | |
| **AUTHORIZED** | | | | | | **Course Lecturers** | | | **Course Coordinator** | | **Head of Study Program** | | |
| **Dr. Muhammad Anwar, M.T.**  **NIP. 19730805 200501 1 002** | | | **Dr. Muhammad Anwar, M.T.**  **NIP. 19730805 200501 1 002** | | **Ahmaddul Hadi, S.Pd, M.Kom.**  **NIP. 19761209 200501 1 003** | | |
| **Learning Outcomes** | | | **Program Learning Outcomes (PLO)** | | |  | | | | | | | |
| PLO – S1 | Devote to God Almighty, Pancasila minded, and aware of the interest of the nation. | | | | | | | | | |
| PLO – S9 | Demonstrate an attitude of responsibility for work in their field of expertise independently. | | | | | | | | | |
| PLO – PP12 | Have the ability to communicate design ideas in the language of drawings, flowcharts, written, oral, diagrams and informatics, and computer engineering models. | | | | | | | | | |
| PLO – KU4 | Compile a scientific description of the results of the study above in the form of a thesis or final project report, and upload it on the college page. | | | | | | | | | |
| PLO – KK9 | Capable of documenting, storing, securing, and recovering data to ensure validity and prevent plagiarism. | | | | | | | | | |
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| **Course Outcomes (CO)** | | | | After completing this course, students should have: | | | | | | |
| CO1 | Able to explain the nature of communication and various kinds of scientific communication. | | | | | | | | | |
| CO2 | Able to apply various effective reading techniques and search for scientific information from various literacy sources (books, journals, encyclopedias, etc.) | | | | | | | | | |
| CO3 | Able to apply various writing techniques by quoting, paraphrasing, and summarizing by heeding scientific rules and avoiding plagiarism. | | | | | | | | | |
| CO4 | Able to design scientific writing concepts and essays according to the rules of writing scientific papers by optimizing the use of various types of paragraphs. | | | | | | | | | |
| CO5 | Able to communicate ideas and arguments using computer-assisted presentation techniques. | | | | | | | | | |
| **Course Description** | | | The Scientific Communication course discusses strengthening students' basic skills in reading (reading skills), presenting (presentation skills), and writing (writing skills). The main emphasis is on how to improve students' writing skills, especially on understanding the rules of scientific writing (scientific paper and essays), and so that they can be applied in the preparation of TA / Thesis reports and scientific publications. | | | | | | | | | | |
| **Course Materials** | | | 1. The Nature of Scientific Communication 2. The Urgency of Reading Skills and Information Seeking Skills 3. The Urgency of Scientific Writing Skills 4. Compiling an Essay 5. Computer Assisted Presentation Skills | | | | | | | | | | |
| **Reading List** | | | **Main Books:** | | |  | | | | | | | |
| 1. Harmon, J.E. and Gross, A.G. (2010). *The Craft of Scientific Communication*. Chicago: The University of Chicago Press. 2. Longknife, Ann, and Sullivan, K.D. (2012). *Easy Writing Skills Step-by-Step*. New York: Mc Graw Hill | | | | | | | | | | |
| **Additional Books:** | | |  | | | | | | | |
| 1. University of Leicester. (2009). Improving your Reading Skills. Student Learning Development. 2. Gastel, Barbara, and Day, Robert A. (2016). How to Write and Publish a Scientific Paper (8th Edition). California: Greenwood. 3. Mack, Chris A. (2018). How to Write Scientific Paper. Washington: Society of Photo-Optical Instrumentation Engineers (SPIE). 4. English Language Teaching Centre. (2013). Improving your Presentation Skills. The University of Edinburgh. | | | | | | | | | | |
| **Learning Media** | | | **Software:** | | | | | | **Hardware:** | | | | |
| MS Office 2019 (PowerPoint) | | | | | | LCD & Projector | | | | |
| **Course Lectures** | | | Dr. Muhammad Anwar, M.T. | | | | | | | | | | |
| **Recommended Prerequisites** | | | - | | | | | | | | | | |
| **Week** | **Sub-Course Outcomes**  **(Expected Final Ability in each Learning Stage)** | | | | **Assessment Indicators** | | | **Criteria & Assessment Form** | **Learning Method & Assignment**  **[Estimated time]** | **Learning Content & Course Materials [Reading List)** | | | **Score**  **(%)** |
| **(1)** | **(2)** | | | | **(3)** | | | **(4)** | **(5)** | **(6)** | | | **(7)** |
| 1-2 | 1. Students can explain the nature of communication and various kinds of scientific communication | | | | 1. Accuracy explains the meaning of scientific communication and how to improve it 2. Ability to describe the benefits of scientific communication | | | **Form:**   1. Ability to distinguish between modes of communication and scientific-non-scientific criteria 2. Assignment | 1. **Lectures**   **[2x100 minutes]**   1. **Structured activities**   **[2x120 minutes]**   1. **Individual study**   **[2x120 minutes]** | 1. Definition of scientific communication and its various 2. Scientific communication and its beneficial for students 3. Skills need to improve scientific communication   [1], [4], [5] | | | **15 %** |
| 3-4 | 1. Students are able to apply various effective reading techniques and search for scientific information from various literacy sources (books, journals, encyclopedias, etc.) | | | | 1. Accuracy explains the meaning of reading and its classification 2. Speed reading ability 3. The ability to find information effectively and efficiently | | | **Form:**   1. Ability to distinguish between modes of communication and scientific-non-scientific criteria 2. Assignment | 1. **Lectures**   **[2x100 minutes]**   1. **Structured activities**   **[2x120 minutes]**   1. **Individual study**   **[2x120 minutes]** | 1. Definition of reading and its classification 2. Reading techniques 3. Information seeking skills of literacy sources (ref books, book chapters, sci journals, encyclopaedia, etc.)   [1] | | | **25 %** |
| 5-7 | 1. Students are able to apply various writing techniques by quoting, paraphrasing and summarizing by heeding scientific rules and avoiding plagiarism | | | | 1. Accuracy explains the meaning of scientific writing and its classification 2. Ability to do direct quotation, paraphrase and summarize 3. Ability to decipher citation procedures 4. Outlines the criteria for plagiarism | | | **Form:**   1. Ability to distinguish between modes of communication and scientific-non-scientific criteria 2. Assignment | 1. **Lectures**   **[3x100 minutes]**   1. **Structured activities**   **[3x120 minutes]**   1. **Individual study**   **[3x120 minutes]** | 1. Definition of scientific writing and its classification 2. Scientific writing technique 3. Quotation, paraphrase and summarizing 4. Citation procedures 5. Plagiarism   [4], [5] | | | **15 %** |
| **8** | **Mid Evaluation** | | | | | | | | | | | |  |
| 9-10 | 1. Students are able to communicate ideas and arguments using computer-assisted presentation techniques | | | | 1. Skills to make slides with power points 2. Verbal and non-verbal communication skills | | | **Form:**   1. Competence and self-confidence 2. Assignment | 1. **Lectures**   **[2x100 minutes]**   1. **Structured activities**   **[2x120 minutes]**   1. **Individual study**   **[2x120 minutes]** | 1. Preparing presentation 2. Visual Aids 3. Handouts and journals 4. Signpost and language 5. Type of non-verbal communication   [6] | | | **15 %** |
| 11-15 | 1. Students are able to design scientific writing concepts and essays according to the rules of writing scientific papers by optimizing the use of various types of paragraphs | | | | 1. The accuracy in explaining the concept of writing essays and scientific papers 2. Paragraph development skills 3. Skills in compiling essays and abstracts of scientific articles | | | **Form:**   1. Competence and self-confidence 2. Assignment | 1. **Lectures**   **[5x100 minutes]**   1. **Structured activities**   **[5x120 minutes]**   1. **Individual study**   **[5x120 minutes]** | 1. Concepts on Writing Essay 2. Thesis statement 3. Method of development 4. Develop the outline 5. Write first draft 6. Prepare the final draft and proofread   [2], [4], [5] | | | **35 %** |
| **16** | **Final Evaluation** | | | | | | | | | | | |  |