

Module/Course Title: Research Proposal Writing					
Module/ course code (if used)	Student workload	Credits (ECTS) 3	Semester	Frequency	Duration
SBI 62028	8,5 hours per week	CU x 1,58 = 4,74 ECTS	4 th	3 CU x 16 = 48	16 meetings (14 meetings for face to face + 2 exams)
1	Types of courses a) coursework	Contact hours 3 CU x 170 minutes = 510 = 8,5 hours per week	Independent study 3 CU x 60 minutes = 180 minutes = 3 hours	Class size 28 students	
2	Prerequisites for participation (if applicable) Students must enroll in Research Proposal Writing class				
3	<p>Learning outcomes:</p> <p>This course aims at providing the students 'skills in writing research proposal. After taking this course, they are expected to be able to enhance their capabilities on conducting research for their undergraduate thesis or any other scientific researches. In the class, they are given chance to show their writing capabilities under supervisory of the lecturer.</p> <p>Programme Learning Outcomes:</p> <p>PLO 1 Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works.</p> <p>PLO 2 Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society.</p> <p>PLO 3 Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism.</p> <p>Intended Learning Outcomes:</p> <p>ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics</p> <p>ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment</p> <p>ILO 3 Students are able to demonstrate language skills by using proper English</p> <p>ILO 4 Students are able to analyse the development of linguistic, literary and cultural phenomena in the global and digital era</p> <p>ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts</p> <p>ILO 6 Students are able to use media and technology into their learning and research</p>				

	<p>activities</p> <p>Course Learning Outcomes:</p> <p>CLO 1 Develop elements of a research proposal in a coherent fashion.</p> <p>CLO 2 Participate in peer review effectively as both a reviewer and a reviewee.</p> <p>CLO 3 To create a research proposal in literature/linguistics that will be developed into their undergraduate thesis.</p>
4	<p>Subject aims/Content</p> <p>Group 1: Literature</p> <ol style="list-style-type: none"> 1. Week1: Introduction to the Course Students are able to understand the coverage of the course 2. Week 2: Literary Research: A Preparation and Technical Guidelines Students can understand the steps involved in preparing to conduct research, including factors outside of the academic realm. 3. Week 3: Research, Topic, and Scientific Writing Students can comprehend the characteristics of literary research and broaden their knowledge of the most recent trends in literary research topics.. 4. Week 4: The Organization of Scientific Writing Based on the thesis writing guidelines at the Faculty of Cultural Sciences, students can comprehend the scientific style for writing a thesis. 5. Week 5: Journal Review Students can obtain samples for literary research and create new topics for their thesis proposals. 6. Week 6-8: Student’s Individual Presentation on their first draft for Chapter 1/Introduction Students can clearly present the Introduction Chapter in front of an audience, answer questions, and provide effective feedback to the presenter. 7. Week 9: Mid-term Examination The submission of Revised Chapter 1 (based on the inputs of previous meetings) 8. Week 10: Review of Related Literature and Research Method Students can write research methodology related to their thesis topic. 9. Week 10-14: Student’s Individual Presentation on their first draft for Chapter 2/ Review of Related Literature and Research Method Students can present their draft on the research method and receive feedback from both the lecturer and their colleagues. 10. Week 15: Setting the Research Timeline Students can plan their timetable for conducting research for their thesis. 11. Week 16: Final Examination

The submission of Revised Chapter 1 and 2 (based on the inputs delivered in the previous meetings)

Group 2: Linguistics

1. **Week1: Introduction to the Course**
Students are able to understand the coverage of the course
2. **Week 2: A Critical Review of Scientific Work**
Students are capable of understanding and explaining how to choose a good research topic, as well as understanding research trends in Linguistics and Applied Linguistics
3. **Week 3: Drafting Chapter 1: Introduction**
Students are capable of explaining and identifying the elements of the research report's introductory chapter and writing a good draft of Chapter 1
4. **Week 4: Drafting Chapter 2: Review of Related Literature**
Students must identify the section of the literature review that discusses comparative theory, understand and explain the organization of the literature review, and explain the various types of literature reviews.
5. **Week 5: Peer Review**
Students can objectively and critically evaluate the work of others and provide constructive positive feedback to colleagues.
6. **Week 6-7: Student's Individual Presentation on their first draft for Chapter 1/Introduction**
Students can clearly present the Introduction and Review of Related Literature Chapters in front of an audience, answer questions, and provide effective feedback to the presenter.
7. **Week 8: Mid-term Examination**
The submission of Revised Chapter 1 and 2 (based on the inputs of previous meetings)
8. **Week 9: Drafting Chapter 3: Research methodologies**
Students can write research methodology related to their thesis topic.
9. **Week 10: Findings and Discussion**
Students understand the parts of the Methodology Chapter and how far the level of detail in carrying out research that must be explained so that examiners and other researchers can follow it.
10. **Week 11: issues in Writing:**
Students can comprehend ethics in research and ethics in academic writing.
11. **Week 12: Oral presentation techniques**
Students are able to understand good presentation techniques
12. **Week 13: Timeline Planning for Thesis Completion**
Students can plan their timetable for conducting research for their thesis.
12. **Week 14-15: Students' Presentation on the Thesis Draft**

	<p>Students can present their draft and receive feedback from both the lecturer and their colleagues.</p> <p>13. Week 16: Final Examination The submission of Revised Chapter 1 -3 (based on the inputs delivered in the previous meetings)</p>																					
5	<p>Teaching methods</p> <p>Lectures, discussions, presentation, final paper</p>																					
6	<p>Assessment methods</p> <p>1. Class Participation (Individual Presentation) Students are expected to actively participate in developing a good topic for their thesis research, writing their thesis draft, and having discussions with the lecturer and colleagues so that they can present it in front of the class and receive feedback to improve their writing. Furthermore, students are expected to interact with peers and the topics as directed in class discussions and activities in the form of presentations, in addition to being present for all class sessions and having completed all required assignments.</p> <p>2. Mid-term Examination The mid-term examination is when students have to submit their draft for the first chapter (for Literature students) or Chapters 1 and 2 for Linguistics students). They must consider the feedback given by both the lecturer and their colleagues.</p> <p>3. Final Paper The final examination requires students to submit a final draft of their thesis proposal after a thorough discussion in class. Students are expected to begin writing their thesis using the drafts they created in this course.</p> <p>Assessment Summary:</p> <table border="1"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Class participation (Individual Presentation)</td> <td rowspan="2">Individual</td> <td>Group 1: Meeting 6-8; Meeting 10-14</td> <td rowspan="2">45%</td> </tr> <tr> <td>Group 2: Meeting 6-7 Meeting 14-15</td> </tr> <tr> <td>Mid-term Examination:</td> <td>Individual</td> <td>Meeting 8/9</td> <td>25%</td> </tr> <tr> <td>Final Paper</td> <td>Individual</td> <td>Meeting 16</td> <td>30%</td> </tr> <tr> <td colspan="3" style="text-align: right;">TOTAL</td> <td>100%</td> </tr> </tbody> </table> <p>Note that attendance at lectures is compulsory and that 10% will be awarded for attendance and participation in lectures.</p>	Assessment Task	Task Type	Due	Percentage	Class participation (Individual Presentation)	Individual	Group 1: Meeting 6-8; Meeting 10-14	45%	Group 2: Meeting 6-7 Meeting 14-15	Mid-term Examination:	Individual	Meeting 8/9	25%	Final Paper	Individual	Meeting 16	30%	TOTAL			100%
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7	<p>This module/course is used in the following study programme/s as well</p>																					

8	Module Coordinator Dyah Eko Hapsari, M.Hum. (Literature) Sahiruddin, Ph.D. (Linguistics)
9	Resources Day, Robert A., 1988. <i>How to Write and Publish a Scientific Paper</i> . The Oryx Press, 2214 North Central at Encanto Phoenix. <i>Research</i> . 2012. IELI, Flinders University, Adelaide – Australia. Klarer, Mario, 2013. <i>An Introduction to Literary Studies</i> , 2nd edition, New York: Routledge. Lindsay, David, 1993. <i>A Guide to Scientific Writing</i> , Longman Cheshire Pty. Limited, Melbourne 3205 Australia. McLuhan, M. (1962), <i>Writing Report</i> . The Gutenberg Galaxy, Routledge & Kegan Paul.