



UNIVERSITAS SEBELAS MARET
FACULTY OF TEACHER TRAINING AND EDUCATION
BACHELOR OF BIOLOGY EDUCATION STUDY PROGRAM

Building D 3rd Floor FTTE UNS Jl Ir. Sutami No. 36 A Kientingan Surakarta 57126 Indonesia

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Basic Academic Writing

Undergraduate Programme in Biology Education

Module Handbook

Module Name	Basic Academic Writing (Dasar Penulisan Karya Ilmiah)																		
Module level	Undergraduate Programme																		
Course Code	02013242003																		
Abbreviation, if applicable	DASPENKARIL																		
Courses included in the module, if applicable	-																		
Semester/Term	2 nd																		
Module coordinator (s)	Dr. Sri Widoretno, M. Si.																		
Lecturer (s)	Murni Ramli, S. P., M. Si., Ed. D Dr. Umi Fatmawati, M. Si. Dr. Bowo Sugiharto, M.Pd.																		
Language	Bahasa Indonesia (Indonesian Language)																		
Classification within the curriculum	Compulsory/ Elective																		
Credit Unit	2 CSU (3 ECTS)																		
Teaching format/class hours per week during the semester	Direct instruction/flipped classroom (blended learning)/ 20 hours/week/semester (Case-based method for understanding writings through the articles, book chapters, newspaper, online journals/blogs; do discussion) Tasks assignment/structured tasks/24 hours/week/semester (doing paraphrasing, making a paragraph, analyze the text, presentation) Project-based activities/22.67 hours/week/semester (writing a scientific essay to be published in the local/national newspaper) Self-study/24 hours/week/semester (doing self-studying, such as reading references, discussing with peers to understanding the content)																		
Workload	<table border="1"> <thead> <tr> <th>Type</th><th>CSU</th><th>Face to Face</th><th>Structured Activities</th><th>Self-study</th></tr> </thead> <tbody> <tr> <td>Theory</td><td>1.5</td><td>20h (0.67 ECTS)</td><td>24h (0.794 ECTS)</td><td>24h (0.794 ECTS)</td></tr> <tr> <td>Project</td><td>0.5</td><td></td><td>22.7 (0.75</td><td></td></tr> </tbody> </table>				Type	CSU	Face to Face	Structured Activities	Self-study	Theory	1.5	20h (0.67 ECTS)	24h (0.794 ECTS)	24h (0.794 ECTS)	Project	0.5		22.7 (0.75	
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	<table><tr><td></td><td></td><td></td><td>ECTS)</td><td></td></tr><tr><td>Total</td><td colspan="4">90.7h (3 ECTS)</td></tr></table> The workload hours including the examination and preparation				ECTS)		Total	90.7h (3 ECTS)																										
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Total	90.7h (3 ECTS)																																	
Requirements	Indonesian Language Course																																	
Learning goals/competencies	PLO4: They are able to demonstrate the research methodology in biology, its teaching and learning, and publish the results of the research. PLO8: They are able to communicate verbally and nonverbal effectively using the proper media. PLO10: They are able to demonstrate creativity, accuracy, discipline, responsibility, adaptability, have an independent initiative, autonomous learning, and do lifelong learning CLO1: Students are able to demonstrate knowledge related to the variety and principles of scientific writing, and apply them in scientific writing analysis (PL04) CLO 2: Students are able to apply written communication skills in scientific writing (PL08) <table><tr><td>CLO/ PLO</td><td>P L O 1</td><td>P L O 2</td><td>P L O 3</td><td>P L O 4</td><td>P L O 5</td><td>P L O 6</td><td>P L O 7</td><td>P L O 8</td><td>P L O 9</td><td>P L O 10</td></tr><tr><td>CLO1</td><td></td><td></td><td></td><td>*</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CLO2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>*</td><td></td><td></td></tr></table>	CLO/ PLO	P L O 1	P L O 2	P L O 3	P L O 4	P L O 5	P L O 6	P L O 7	P L O 8	P L O 9	P L O 10	CLO1				*							CLO2								*		
CLO/ PLO	P L O 1	P L O 2	P L O 3	P L O 4	P L O 5	P L O 6	P L O 7	P L O 8	P L O 9	P L O 10																								
CLO1				*																														
CLO2								*																										
Content	Basics of Writing Scientific Papers is a course of expertise in the field of biology and biology education which requires the ability to convey ideas / opinions / suggestions in oral and scientific writing. This course discusses: 1. The writing process includes the background of a scientific writing, 2. Code of conduct and plagiarism, 3. Reading, evaluating, and summarizing the writing as part of the citation 4. Determine the topic of writing, outline and paragraphs, elements, and characteristics of writing, including sentences of various types and types of sentences 5. Stages of scientific writing																																	
Attribute Soft skill	1. Able to think conceptually, analytically, and logically 2. Have good communication skills, verbally and																																	



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	non-verbal														
Study/exam achievements:	Students are required to attend the face-to-face lecture minimum 75% to be able to take the Mid exam. It is considered to complete the course and pass if students obtain at least 60% of maximum final score. The final score (FS) is calculated based on the following ratio: <table><tr><th>Aspect</th><th>Weight (%)</th></tr><tr><td>Task</td><td>20</td></tr><tr><td>Project-based activities</td><td>40</td></tr><tr><td>Participation</td><td>20</td></tr><tr><td>Mid-Term Test</td><td>20</td></tr><tr><td>Final Exam</td><td>0</td></tr><tr><td>Final Score</td><td>100</td></tr></table> *Mid-term test is multiple choice and essay; No final exam in this course. Tasks are some drills on principles of writing. There will be tasks in each meeting, and the period to accomplish each task is one week. Project-based activities is an individual writing experiences, by composing a scientific essay, which is also a final product of the course	Aspect	Weight (%)	Task	20	Project-based activities	40	Participation	20	Mid-Term Test	20	Final Exam	0	Final Score	100
Aspect	Weight (%)														
Task	20														
Project-based activities	40														
Participation	20														
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Final Exam	0														
Final Score	100														
Form of Media	Powerpoint slide, scientific article, newspaper, online blog														
Literature (primary references)	1. Bailey, Stephen. (2011). <i>Academic Writing for International Students</i> (E-book, https://www1.doshisha.ac.jp/~ji-ii/Bailey.Academic_Writing.pdf) 2. Norris, Carolyn B. 2016. <i>Academic Writing in English</i>. http://www.helsinki.fi/kksc/language.services/AcadWrit.pdf Dictate of the Basics of Writing Scientific Papers (Murni Ramli) 3. Rich, J., Miller, D., & DeTora, L. (2011). From concept to application: Student narratives of problem-solving as a basis for writing assignments in science classes. <i>Across the Disciplines</i>, 8(1), 6-8. 4. Fernsten, L. A., & Reda, M. (2011). Helping														



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	students meet the challenges of academic writing. <i>Teaching in Higher Education</i>, 16(2), 171-182. 5. Hofmann, A. H. (2014). <i>Scientific writing and communication: papers, proposals, and presentations</i>. Oxford Univ. Press. 6. Bajwa, S. J. S., & Sawhney, C. (2016). Preparing manuscript: Scientific writing for publication. <i>Indian Journal of anaesthesia</i>, 60(9), 674. Katz, M. J. (2009). <i>From research to manuscript: A guide to scientific writing</i>. Springer Science & Business Media.
Assessment	Example of Mid-term examination: 1. Adi, a student of Biology Education at UNS, will write about the pollution that occurred in Pepe River, Solo. Give your suggestions, what Adi should do before writing 2. Reading 1: Earthquake Resistant Lombok Traditional Houses An earthquake measuring 7 on the Richter scale that rocked the Lombok area, West Nusa Tenggara, some time ago resulted in as many as 71,692 houses being damaged with a damage classification of 32,016 units heavily damaged, 3,173, moderately damaged, and 36,773 lightly damaged. However, the volunteers mentioned that a number of traditional wooden houses were still standing even though they were shaken by a tectonic earthquake some time ago. How can this ancestral house be able to withstand earthquake shocks that can knock down these modern houses? An architectural style designed based on local needs, availability of building materials, and climatic conditions and passed down from generation to generation without any complicated theory and professional architect intervention is called vernacular architecture. Vernacular architecture is the result of trial and error in building technology carried out by our ancestors in order to produce housing in accordance with existing local conditions. Frank Lyod Wright describes vernacular architecture as a building in which society is raised to respond to existing needs in accordance with the conditions around the environment and is built by people who clearly know the needs they want. The geographical condition of Lombok which is located on the Ring of Fire made the ancestors of the Indonesian nation to be able to adapt to these natural



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	conditions. This form of adaptation produces vernacular architecture which is reflected in the details of traditional houses that have been passed down from generation to generation. There are two types of traditional Lombok houses, the first is a rice barn which serves as a place to store rice and all kinds of crops and the second is a house used for sleeping and cooking. Both types of houses are made of wood which are linked to each other by a wedge or peg system. This kind of connection bond is very dynamic so that it can withstand high shocks such as earthquakes. In principle, these houses were made not to strengthen the structure and its connections, but to increase the flexibility of the structure. After the earthquake, people usually justify the position of the pegs that stick out by beating them. The use of wood or bamboo materials in traditional houses also makes the house more flexible to earthquake shocks. Lightweight materials such as wood are considered safer to be applied to homes, because what is dangerous from an earthquake is not the event, but the collapse of buildings due to the earthquake. The use of wood is able to produce a more effective, flexible, and stable vibration damping ability. Most of the traditional houses are also made with a symmetrical shape. This has an influence on the stability of the traditional house. With a symmetrical shape, the distribution of the load on the traditional house will be evenly distributed so that stability can be maintained. Instruction: Read passage 1 above. a) Is the article above a fact or an opinion? b) Explain your reasons, c) Can the article above be used as a reference/reliable source? d) Explain your reasons, e) What is the purpose of the author of the article above? 3. Reading 2: Writing section entitled: Autocriticism of Science Education in Indonesia "Experiments are very necessary and cannot be separated from science education because with these experiments students can find out the broad application of science in everyday life. In addition, the most important thing is how this experimental package can be well integrated with theoretical material. The balance of the two is the main capital for understanding science as a whole".
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	Instruction: Read the paragraph in Reading 2 above. a) Paraphrase the paragraph; b) Explain what paraphrasing technique you use
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Presentation Assessment Rubric (CLO1)

Aspect	Weight (%)	Score	WxS	Comments
Material mastery (Content)	30			
The accuracy of solving the problem (Content)	30			
Communication skills (Presentation Skills)	20			
Ability to deal with questions (Presentation Skills)	10			
Presentations (Organization)	10			
Final Score	100			

ASPECT	Scale				
	Very Good	Good	Sufficient	Deficient	Very Deficient
	≥85	71-84	60-70	40-59	<40
Organisation	Well organized by presenting facts that are supported by examples that have been analyzed according to the concept	well organized and present convincing facts to support conclusions.	The presentation has focus and presents some evidence to support the conclusion	Sufficiently focused, but insufficient evidence to be used in drawing conclusions	There is no clear organization. Facts are not used to support statements.
Content	Content are absolutely accurate can inspire listeners to develop their minds.	Contents are accurate and complete. Listeners get new insights about the topic.	Content is generally accurate, but incomplete. Listeners can learn some implied facts, but they don't add new insight into the topic	The content is less accurate, because there is no factual data, it does not add to the listener's understanding	The content is inaccurate or too general. Listeners don't learn anything or are sometimes mislead.
Presentation Style	Speak with passion, transmit enthusiasm and enthusiasm to listeners	The speaker is calm and uses proper intonation, speaks without relying on notes, and interacts intensively with the listener. The speaker always makes eye contact with the listener.	In general, the speaker is calm, but with a flat tone and quite often relies on notes. Sometimes eye contact with the listener is ignored.	Based on the notes, no ideas are developed outside the notes, the sound is monotonous	The speaker is anxious and uncomfortable and reads notes rather than speaking. Listeners are often ignored. There is no eye contact because the speaker is looking more at the whiteboard or screen.

ASSESSMENT FORM FOR INDIVIDUAL WRITING ESSAY PROJECT (CLO2)

Aspect/rubric	Item Indicator	Very Good	Good	Sufficient	Deficient	Very Deficient
		≥85	71-84	60-70	40-59	<40
Purpose and Audience	Clarity	The writing meets the requirements of the assignment,	The writing meets the requirements of	The writing shows an awareness of	The writing shows an awareness of	The writing shows no awareness of



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		engages the audience, and demonstrates an average familiarity with the audience and purpose appropriate for the particular discipline and/or genre for which the student is writing.	the assignment, engages the audience, and demonstrates a basic familiarity with the audience and purpose appropriate for the particular discipline and/or genre for which the student is writing.	the audience, even if it does not yet fully engage that audience. It also shows some awareness of distinct purpose.	the audience, even if it does not yet fully engage that audience, but without a distinct purpose.	audience, and purposes
Topic/Main Idea	Title	Reader can easily understand the main idea (e.g., thesis, focus, hypothesis, research question, etc.). The main idea is incorporated into the text in a manner appropriate for the discipline and genre.	Reader can easily understand the main idea (e.g., thesis, focus, hypothesis, research question, etc.) and the main idea is consistently maintained throughout the document.	The main idea/thesis is either clear or can be determined without much difficulty, even if some inference is still required.	The main idea is either clear or can be determined with some difficulties	The main idea/thesis is unclear or cannot be determined.
Development & Support		Supporting details are mostly suitable to audience and purpose; material drawn from external sources is incorporated into the text. Reasoning is sound and does not contain logical fallacies. In addition, the writing exhibits a basic familiarity with the questions, values, and methods used by the particular discipline and/or genre in which the student is writing.	Supporting details are suitable to audience and purpose; material drawn from external sources is incorporated into the text. Reasoning is mostly sound.	Sometimes provides supporting details suitable to the audience and purpose.	Supporting details are less suitable to audience and purpose	Supporting details are totally not suitable to audience and purpose
Organization	Clarity	Organization is clear and coherent; order and structure are present; clear sequencing and paragraphing; developed introduction and conclusion. In addition, the	Organization is mostly clear and coherent; order and structure are present; clear sequencing and paragraphing; developed	The writing is characterized by two or more of the following: - Some attempts at - order and structure are noted, even if	The writing is characterized by one of the following: - Some attempts at - order and structure are noted, even if the	The writing does not meet the requirement of organization



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		document demonstrates a beginning understanding of how to appropriately organize his/her work for the particular discipline and/or genre in which the student is writing.	introduction and conclusion	the writing still contains problems, • Paragraphing is evident, as are • attempts at sequencing and transitions between • ideas, and • Introduction and • conclusion are somewhat developed	writing still contains problems, • Paragraphing is evident, as are • attempts at sequencing and transitions between • ideas, and • Introduction and • conclusion are somewhat developed	
Sentence Structure	Structure and Error	Effective and varied sentences; some variety of sentence style and length.	Formulaic or tedious sentence patterns; shows some errors in sentence construction; some non-standard syntax usage.	Simple sentences or run-on sentences used excessively, almost exclusively. Minor errors of sentence structure	Simple sentences or run-on sentences used excessively, frequent errors of sentence structure	Simple sentences and major errors of sentence structure
Mechanics & Presentation		Virtually free of punctuation, spelling, capitalization errors; appropriate format and presentation for assignment.	Contains rare punctuation, spelling, and/or capitalization errors. No formatting errors.	Contains few punctuation, spelling, or capitalization errors. Few formatting errors.	Contains some errors of punctuation, spelling, and/or capitalization. Errors do not usually interfere with meaning. Formatting incorrect in a few places.	Contains many and serious errors of punctuation, spelling, and/or capitalization; errors interfere with meaning. Formatting is weak.
Vocabulary and Word Usage		Exceptional vocabulary range, accuracy, and correct and effective word usage.	Good vocabulary range and accuracy of usage.	Ordinary vocabulary range, mostly accurate; some inappropriate colloquial terms.	Errors of diction and usage, while evident, do not interfere with readability. Language choice calls attention to itself in minor ways (e.g., the purpose of this paper is...; I feel that...; etc.).	Extremely limited vocabulary; choices lack grasp of diction or use of concrete diction; usage is inaccurate or repetitious.



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					Inappropriate or inconsistent use of person may be present ("I," "you," etc.).	
Citing Sources	Updated & Relevance	All quoted material is properly cited and documented in a format that is appropriate for the particular discipline and/or genre in which the student is writing. Sources are discipline-appropriate, sufficient, and reflect an understanding of the state of research in the field.	Any material drawn from a source is properly cited and documented in a format that is appropriate for the particular discipline and/or genre in which the student is writing. Sources are discipline-appropriate.	Any material drawn from a source is credible and relevant and is properly documented and cited.	Any material drawn from a source is documented and cited, although not always correctly. Sources are mostly credible and relevant.	External sources are beginning to be used and discussed in the text, even if they are not yet a major part of the paper. If external sources are used, there is an attempt at citation.