



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											
Argumentative Writing	7920202278	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	September 16, 2023											
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator												
	Dr. Widyastuti, S.S., M.Pd. ; Silvy Cinthia Adelia, S.S., M.A. ; Diana Budi Darma, S.S., M.Pd. ; Mamik Tri Wedawati, S.S., M.Pd.		Dr. Widyastuti, S.S., M.Pd. ; Silvy Cinthia Adelia, S.S., M.A. ; Diana Budi Darma, S.S., M.Pd. ; Mamik Tri Wedawati, S.S., M.Pd.			Dr. Ali Mustofa, S.S., M.Pd.												
Learning model	Project Based Learning																	
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																	
	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-8	Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa																
	Program Objectives (PO)																	
	PO - 1	Being able to understand the principles of argumentative writing																
	PO - 2	Being able to provide factual support as evidence in the argumentative writing																
	PO - 3	Being able to understand the concept on using other types of evidence																
	PO - 4	Being able to implement the concept on organizing and writing an argument																
	PLO-PO Matrix																	
			P.O	PLO-5	PLO-8													
			PO-1															
			PO-2															
			PO-3															
		PO-4																
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
		PO-1																
		PO-2																
		PO-3																
		PO-4																
Short Course Description	This course provides practical knowledge of productive skills; argumentative writing which concerns the details in the unity, coherence, rich content, arguments, data, and facts. It covers the paraphrasing, synthesizing, writing argument, citing method. In this course, students also learn how to (1) selecting topics, (2) using facts, (3) using other types of evidence, (4) organizing and writing an argument, (6) revising argument, and (7) constructing the content on the basis of useful reliability of sources and critical thinking.																	
References	Main :																	
	<ol style="list-style-type: none"> 1. Brown, Ann Cole, Jeffrey Nilson, Fran Weber Shaw, Richard A. Weldon . 1984. Houghton Mifflin English. Grammar and Composition. Sixth Course . Boston, USA: Houghton Mifflin Company. 2. Coe, Norman et al . 1986. Writing Skills . London: Cambridge University Press. 3. Kiszner, Laurie G. dan Stephen R. Mandell . 1983. Patterns for College Writing: A Rhetorical Reader and Guide . New York: St. Martin's. 4. Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman. 																	
Supporters:																		

	1. Journals						
Supporting lecturer	Diana Budi Darma, S.S., M.Pd. Dr. Widyastuti, S.S., M.Pd. Mamik Tri Wedawati, S.S., M.Pd. Silyv Cinthia Adelia, S.S., 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	1. Being able to understand the concept of argumentative writing as persuasive writing 2. Being able to implement the concept of argumentative writing as persuasive writing	The students are able to indicate persuasive writing preview 2. select a topic 3. recognize opinions 4. select an opinion & a writing topic 5. suit your topic to audience	Criteria: Arrange random paragraphs correctly related to the concept of argumentative writing as persuasive writing Form of Assessment : Participatory Activities, Tests	Lecturing Discussion Questions and answers session Writing Practice 2 X 50		Material: Understanding the concept of argumentative writing References: Coe, Norman et al. 1986. <i>Writing Skills</i> . London: Cambridge University Press.	5%
2	Being able to understand, implement, and analyze the opinions that are suitable for the topic	The students are able to show the opinions 2. construct opinions and 3. state topics based on the analyzed opinions	Criteria: Being able to answer the questions given in the classroom Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	Learning Discussion Question and answer session Writing practice 2 X 50		Material: Understanding the concept of argumentative writing References: Coe, Norman et al. 1986. <i>Writing Skills</i> . London: Cambridge University Press.	5%
3	1. Being able to understand on how facts use including recognizing facts, and using facts as evidence 2. Being able to implement on how facts using including recognizing facts, and using facts as evidence	The students are able to use facts especially to recognize facts and use facts as evidence	Criteria: 1. Depth of reflection 2. Grammar and mechanics Form of Assessment : Portfolio Assessment	Lecturing Discussion Writing Practice Individual assignment on page 367 2 X 50		Material: Understanding on how to use facts References: Oshima, Alice and Hogue, Ann . 1999. <i>Writing Academic English</i> . New York: Longman.	5%
4	Being able to analyze the construction on how to use facts	The students are able to construct on how to use facts, especially to recognize facts and use facts as evidence.	Criteria: Being able to analyze on how to use facts in argumentative text Form of Assessment : Practice / Performance	Lecturing Discussion Demonstration Writing Practice 2 X 50		Material: Construction on how to use facts References: Kiszner, Laurie G. and Stephen R. Mandell . 1983. <i>Patterns for College Writing: A Rhetorical Reader and Guide</i> . New York: St. Martin's.	5%

5	<p>1. Being able to understand the concept on using other types of evidence, including opinions based on reasoning, opinions of experts, and opinions based on common experience</p> <p>2. Being able to implement the concept on using other types of evidence, including opinions based on reasoning, opinions of experts, and opinions based on common experience</p>	<p>1. The students are able to indicate the structure of persuasive writing in giving evidence especially in building opinions</p> <p>2. The students are able to give examples for the use of language of persuasive writing in giving evidence especially in building opinions</p> <p>3. The students are able to implement the structure of persuasive writing in giving evidence especially in building opinions</p> <p>4. The students are able to implement the language use of persuasive writing in giving evidence especially in building opinions</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Depth of Reflection 2. Connection to common experience <p>Form of Assessment : Portfolio Assessment, Test</p>	<p>Lecturing Discussion Writing Practice 2 X 50</p>		<p>Material: Types of Evidence References: <i>Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.</i></p>	5%
6	<p>Being able to analyze the construction on using other types of evidence, including opinions based on reasoning, opinions of experts, and opinions based on common experience</p>	<p>The students are able to analyze the use of persuasive writing in providing evidence especially in building opinions</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Depth of Reflection 2. Connection to common experience 3. The structure of persuasive writing <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	<p>Lecturing Discussion Writing Practice Individual assignment 2 X 50</p>		<p>Material: Construction on using types of evidence References: <i>Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.</i></p>	5%

7	<p>1. Being able to understand the concept on organizing and writing an argument especially in writing a position statement and writing clarifying remarks</p> <p>2. Being able to implement the concept on organizing and writing an argument especially in writing a position statement and writing clarifying remarks</p> <p>3. Being able to analyze the construction of writing writing a position statement and writing clarifying remarks</p>	<p>1. The students are able to demonstrate the concept on organizing and writing an argument especially in writing a position statement and writing clarifying remarks</p> <p>2. The students are able to give examples on writing a position statement and writing clarifying remarks</p> <p>3. The students are able to implement the structure of writing a position statement and writing clarifying remarks</p> <p>4. The students are able to analyze the implementation of writing a position statement and writing clarifying remarks</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Depth of Reflection 2. Accuracy of writing 3. The concept on organizing argumentative writing <p>Form of Assessment : Portfolio Assessment, Practice / Performance</p>	<p>Lecturing Discussion Demonstration Writing practice 2 X 50</p>	<p>Material: Organizing and writing a position statement and writing clarifying remarks</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>	10%
8	<p>Being able to implement the construction on building evidence through opinions based on reasoning, opinions of experts, and opinions based on common experience</p>	<p>The students are able to construct evidence for a topic through opinions based on reasoning, opinions of experts, and opinions based on common experience</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The evidence from reasoning 2. opinions of experts 3. opinions based on common experience <p>Form of Assessment : Portfolio Assessment</p>	<p>Writing Practice Individual assignment 2 X 50</p>	<p>Material: How to build evidence through opinions</p> <p>References: <i>Brown, Ann Cole, Jeffrey Nilson, Fran Weber Shaw, Richard A. Weldon. 1984. Houghton Mifflin English. Grammar and Composition. Sixth Course. Boston, USA: Houghton Mifflin Company.</i></p>	2%
9	<p>1. Being able to propose a particular topic that is feasible to write the arguments based on the several evidences</p> <p>2. Be able to develop a detailed outline of the argumentative project, including the introduction, body, and conclusion</p>	<p>1. The students are able to create a well-structured and persuasive argumentative essay on a chosen topic</p> <p>2. The students are able to demonstrate proficiency in all aspects of argumentative writing covered in the course</p> <p>3. The students are able to write the detailed outline for the argumentative project</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Content with title and theme 2. Accuracy of writing procedures <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Individual project Teacher's feedback 2 X 50</p>	<p>Material: How to understand the procedure in writing argumentative text</p> <p>References: <i>Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.</i></p>	10%

10	<p>1.Be able to develop a detailed outline of the argumentative project, including the introduction, body, and conclusion</p> <p>2.Being able to participate in peer review and critique sessions to improve the writing skills</p>	<p>1.The students are able to create a well-structured and persuasive argumentative essay on a chosen topic</p> <p>2.The students are able to provide constructive feedback on classmates' arguments</p>	<p>Criteria:</p> <p>1.Content with title and theme</p> <p>2.Accuracy of writing procedures</p> <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	<p>Individual project</p> <p>Teacher's feedback</p> <p>Peer feedback</p> <p>2 X 50</p>		<p>Material: How to understand the procedure in writing argumentative text</p> <p>References: Oshima, Alice and Hogue, Ann . 1999. <i>Writing Academic English</i>. New York: Longman.</p>	5%
11	<p>1.Being able to write the first draft of the argumentative project, following the established outline</p> <p>2.Being able to focus on clarity, coherence, and persuasiveness in the writing</p>	<p>1.The students are able to use a clear and compelling introduction that engages the audience and presents the thesis statement</p> <p>2.The students are able to revise the project based on the teacher's feedback</p>	<p>Criteria:</p> <p>1.Depth or clarity of content</p> <p>2.The coherence of the content</p> <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	<p>Individual project</p> <p>Teacher's feedback</p> <p>2 X 50</p>		<p>Material: How to write the first draft of argumentative writing skills</p> <p>References: Coe, Norman et al. 1986. <i>Writing Skills</i>. London: Cambridge University Press.</p>	5%
12	<p>1.Being able to develop a clear and debatable thesis statement that serves as the foundation for the argument</p> <p>2.Being able to focus on clarity, coherence, and persuasiveness in the writing</p>	<p>The students are able to write the thesis statement that serves as the foundation for the argument</p>	<p>Criteria:</p> <p>1.Depth or clarity of content</p> <p>2.The coherence of the content</p> <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	<p>Individual project</p> <p>Teacher's feedback</p> <p>2 X 50</p>		<p>Material: How to write the thesis statement</p> <p>References: Oshima, Alice and Hogue, Ann . 1999. <i>Writing Academic English</i>. New York: Longman.</p>	3%
13	<p>Being able to organize the body of the argument logically, with each section dedicated to a specific aspect of the argument</p>	<p>The students are able to write the body of the argument text based on the aspect of the argument</p>	<p>Criteria:</p> <p>1.Depth or clarity of content</p> <p>2.The coherence of the content</p> <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	<p>Individual projects</p> <p>2 X 50</p>		<p>Material: Aspects of argumentative writing</p> <p>References: Coe, Norman et al. 1986. <i>Writing Skills</i>. London: Cambridge University Press.</p> <p>Material: Aspects of argumentative writing</p> <p>References: Coe, Norman et al. 1986. <i>Writing Skills</i>. London: Cambridge University Press.</p>	5%
14	<p>1.Being able to develop well-reasoned counterarguments and rebuttals within the project</p> <p>2.Being able to ensure the project addresses opposing viewpoints effectively</p>	<p>The students are able to use the potential counterarguments related to the chosen topic</p>	<p>Criteria:</p> <p>1.Content with title and theme</p> <p>2.Accuracy of writing procedures</p> <p>3.Depth or clarity of content</p> <p>4.The coherence of the content</p> <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	<p>Individual project</p> <p>Teacher's feedback</p> <p>Monitoring students' participation and article development</p> <p>2 X 50</p>		<p>Material: How to develop counterarguments and rebuttals</p> <p>References: Brown, Ann Cole, Jeffrey Nilson, Fran Weber Shaw, Richard A. Weldon . 1984. <i>Houghton Mifflin English. Grammar and Composition. Sixth Course</i>. Boston, USA: Houghton Mifflin Company.</p>	10%
15	<p>1.Being able to cite sources properly and maintain academic integrity</p> <p>2.Being able to use peer feedback to revise and refine the project structure and argument</p>	<p>The students are able to evaluate sources for credibility, relevance, and reliability</p>	<p>Criteria:</p> <p>Relevant content with the sources in the argumentative text</p> <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	<p>Individual project</p> <p>Teacher's feedback</p> <p>Monitoring students' participation and article development</p> <p>2 X 50</p>		<p>Material: How to cite the sources correctly</p> <p>References: Coe, Norman et al. 1986. <i>Writing Skills</i>. London: Cambridge University Press.</p>	10%

16	Be able to compose an original argumentative text on a preferred topic using appropriate grammar and mechanics	The students are able to write an original argumentative article using appropriate structure, grammar, and mechanics	Criteria: 1.Content with title and theme 2.Accuracy of writing procedures 3.Depth/clarity of content 4.Appropriate mechanics Form of Assessment : Project Results Assessment / Product Assessment	Individual project Teacher's feedback Monitoring students' participation and article development 2 X 50		Material: Relevant journals Library: Journals	10%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	4.17%
2.	Project Results Assessment / Product Assessment	58%
3.	Portfolio Assessment	18.67%
4.	Practice / Performance	14.17%
5.	Test	5%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.