



**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
Essential Writing Skills	7920202247	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum		Cicilia Deandra			Dr. Ali Mustofa, S.S., M.Pd.	

Learning model	Project Based Learning
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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 estimate the title and message from complete text.														
	PO - 2	Being able to compose descriptive and narrative essay writings, which include main ideas, supporting details and simple grammar patterns, are developed as foundation on writing skills														
	PO - 3	Being able to describe objects in written form appropriately according to intermediate level														
	PO - 4	Being able to show respect in giving response toward the feedback														
	PLO-PO Matrix															
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-8</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> </tr> </table>	P.O	PLO-5	PLO-8	PO-1			PO-2			PO-3			PO-4	
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PO-2																
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PO-4																

PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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Short Course Description	This course is a continuation of the paragraph writing course and is designed to help its participants master the concept of descriptive and narrative essay writing which integrates the process of writing, essay structure and principles of unity and coherence. Accordingly, the general discussion in this course includes inventing ideas and limiting the subject of discussion as well as essay structure. To accommodate the achievement of learning outcomes, the course is conducted through lecturer's presentation, class discussion, and writing practices for academic purposes. This course is a continuation of the paragraph writing course and is designed to help its participants master the concept of descriptive and narrative essay writing which integrates the process of writing, essay structure and principles of unity and coherence. Accordingly, the general discussion in this course includes inventing ideas and limiting the subject of discussion as well as essay structure. To accommodate the achievement of learning outcomes, the course is conducted through lecturer's presentation, class discussion, and writing practices for academic purposes.
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References	Main :
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1. Coe, Norman., et.al. 1986. Writing Skills . London: Cambridge University Press.
2. Derewianka, Beverly. 1995. Exploring How Text Work . NSW Australia: Primary English Teaching Association.
3. Oshima, Alice and Ann Hogue. 1999. Writing Academic English . New York: Longman.
4. Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.
5. Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.

Supporters:

Supporting lecturer
 Diana Budi Darma, S.S., M.Pd.
 Zainul Aminin, S.Pd., M.Pd.
 Lisetyo Ariyanti, S.S., M.Pd.
 Fithriyah Inda Nur Abida, S.S., M.Pd.
 Mamik Tri Wedawati, S.S., M.Pd.
 Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.
 Silvy Cinthia Adelia, S.S., M.A.
 Ephrilia Noor Fitriana, S.Hum., M.Hum.

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 basics of grammar, punctuation and sentence structure 2. Being able to develop the ability to write effective paragraphs and essays 3. Being able to use appropriate language and style in writing	Students can explain at least 3 characteristics of paragraph writing and essay correctly	Criteria: written and oral Form of Assessment : Participatory Activities	The students write about themselves. 2 X 50		Material: Introduction to paragraph writing References: <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press.</i>	5%
2	1.2 Being able to develop the ability to write effective paragraphs and essays 2. Being able to use appropriate language and style in writing 3. Become able to understand the fundamentals of good writing, including grammar, syntax and organization	· to show examples of a paragraph · to give examples of the parts of a paragraph to give examples of the best topic sentences	Criteria: written Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	The Paragraph writing process The three parts of a paragraph 2 X 50		Material: The Paragraph writing process References: <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press.</i>	5%
3	To demonstrate the implementation of paragraph structure concept in paragraph writing	· to give examples of a paragraph's concluding sentence · to give an example of the correct organization of a topic sentence, supporting sentences, and a concluding sentence in a paragraph to give peer editing of a given paragraph	Criteria: written and oral Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	lecturing 2 X 50		Material: Sentence and supporting sentences References: <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press.</i>	5%

4	To demonstrate the implementation of paragraph structure concept in paragraph writing	<ol style="list-style-type: none"> To construct a correct introductory paragraph of an essay To construct a correct body paragraphs of an essay to construct a correct concluding paragraph of an essay 	<p>Criteria: written and oral</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Self directed learning 2 X 50		<p>Material: Sentence and supporting sentences</p> <p>References: <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press.</i></p> <hr/> <p>Material: Descriptive Paragraph</p> <p>References: <i>Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press.</i></p>	5%
5	To demonstrate the implementation of paragraph structure concept in paragraph writing	<ol style="list-style-type: none"> To construct a correct introductory paragraph of an essay To construct a correct body paragraphs of an essay to construct a correct concluding paragraph of an essay 	<p>Criteria: written and oral</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Self directed learning 2 X 50		<p>Material: Steps of writing, topic choosing, five-sentence</p> <p>Reader: <i>Derewianka, Beverly. 1995. Exploring How Text Works. NSW Australia: Primary English Teaching Association.</i></p>	5%
6	To demonstrate the implementation of paragraph structure concept in paragraph writing	<ol style="list-style-type: none"> To construct a correct introductory paragraph of an essay To construct a correct body paragraphs of an essay to construct a correct concluding paragraph of an essay 	<p>Criteria: written and oral</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Self directed learning 2 X 50		<p>Material: Steps of writing, topic choosing, five-sentence</p> <p>Reader: <i>Derewianka, Beverly. 1995. Exploring How Text Works. NSW Australia: Primary English Teaching Association.</i></p>	5%
7	<ol style="list-style-type: none"> Being able to develop the ability to write effective paragraphs and essays Being able to use appropriate language and style in writing 	<ol style="list-style-type: none"> To analyze the implementation of objective descriptive essay's structure in writing an essay To analyze the implementation of subjective descriptive essay's structure in writing an essay 	<p>Criteria: 1.written and oral 2.feedback</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Feedback and revision 2 X 50		<p>Material: Feedback and revision</p> <p>Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	5%

8	<p>1.2 Being able to develop the ability to write effective paragraphs and essays</p> <p>2. Being able to use appropriate language and style in writing</p>	<p>1. To analyze the implementation of objective descriptive essay's structure in writing an essay</p> <p>2. To analyze the implementation of subjective descriptive essay's structure in writing an essay</p>	<p>Criteria: 1. written and oral 2. feedback</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Feedback and revision 2 X 50</p>		<p>Material: Feedback and revision Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	5%
9	<p>1.2 Being able to develop the ability to write effective paragraphs and essays</p> <p>2. Being able to use appropriate language and style in writing</p> <p>3. Become able to understand the fundamentals of good writing, including grammar, syntax and organization</p>	<p>1. To analyze the implementation of objective descriptive essay's structure in writing an essay</p> <p>2. To analyze the implementation of subjective descriptive essay's structure in writing an essay</p>	<p>Criteria: 1. written and oral 2. feedback</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>submitted final revision 2 X 50</p>		<p>Material: Feedback and revision Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	5%
10	<p>1.2 Being able to develop the ability to write effective paragraphs and essays</p> <p>2. Being able to use appropriate language and style in writing</p> <p>3. Become able to understand the fundamentals of good writing, including grammar, syntax and organization</p> <p>4. Being able to develop critical thinking and analytical skills through the practice of writing</p>	<p>1. to indicate the structure of narrative essay</p> <p>2. to give examples for the use of language of narrative essay</p>	<p>Criteria: written and oral</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Small group discussion about Develop student topic idea and draft into narrative paragraph 2 X 50</p>		<p>Material: Feedback and revision Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p> <hr/> <p>Material: Introduction Narrative essay Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	5%

11	<p>1.2 Being able to develop the ability to write effective paragraphs and essays</p> <p>2. Being able to use appropriate language and style in writing</p> <p>3. Become able to understand the fundamentals of good writing, including grammar, syntax and organization</p> <p>4. Being able to develop critical thinking and analytical skills through the practice of writing</p>	<p>1. to indicate the structure of narrative essay</p> <p>2. to give examples for the use of language of narrative essay</p>	<p>Criteria: written and oral</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Small group discussion about Develop student topic idea and draft into narrative paragraph 2 X 50</p>		<p>Material: Feedback and revision Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p> <hr/> <p>Material: Introduction Narrative essay Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	5%
12	<p>1.2 Being able to develop the ability to write effective paragraphs and essays</p> <p>2. Being able to use appropriate language and style in writing</p> <p>3. Become able to understand the fundamentals of good writing, including grammar, syntax and organization</p> <p>4. Being able to develop critical thinking and analytical skills through the practice of writing</p>	<p>1. to indicate the structure of narrative essay</p> <p>2. to give examples for the use of language of narrative essay</p>	<p>Criteria: written and oral</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Steps of writing, topic choosing, five-sentence</p> <p>Individual writing 2 X 50</p>		<p>Material: Steps of writing, topic choosing, five-sentence Reference: <i>Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.</i></p>	5%
13	<p>1.2 Being able to develop the ability to write effective paragraphs and essays</p> <p>2. Being able to use appropriate language and style in writing</p> <p>3. Become able to understand the fundamentals of good writing, including grammar, syntax and organization</p> <p>4. Being able to develop critical thinking and analytical skills through the practice of writing</p>	<p>1. to indicate the structure of narrative essay</p> <p>2. to give examples for the use of language of narrative essay</p>	<p>Criteria: written and oral</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Steps of writing, topic choosing, five-sentence</p> <p>Individual writing 2 X 50</p>		<p>Material: Steps of writing, topic choosing, five-sentence Reference: <i>Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.</i></p> <hr/> <p>Material: Feedback and Revision Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	5%

14	<p>1.2 Being able to develop the ability to write effective paragraphs and essays</p> <p>2. Being able to use appropriate language and style in writing</p> <p>3. Become able to understand the fundamentals of good writing, including grammar, syntax and organization</p> <p>4. Being able to develop critical thinking and analytical skills through the practice of writing</p>	<p>1. to indicate the structure of narrative essay</p> <p>2. to give examples for the use of language of narrative essay</p>	<p>Criteria: written and oral</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Steps of writing, topic choosing, five-sentence</p> <p>Individual writing 2 X 50</p>		<p>Material: Steps of writing, topic choosing, five-sentence</p> <p>Reference: <i>Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.</i></p> <hr/> <p>Material: Feedback and Revision</p> <p>Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	5%
15	<p>1.2 Being able to develop the ability to write effective paragraphs and essays</p> <p>2. Being able to use appropriate language and style in writing</p> <p>3. Become able to understand the fundamentals of good writing, including grammar, syntax and organization</p> <p>4. Being able to develop critical thinking and analytical skills through the practice of writing</p>	<p>1. to indicate the structure of narrative essay</p> <p>2. to give examples for the use of language of narrative essay</p>	<p>Criteria: written and oral</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Final revision 2 X 50</p>		<p>Material: Steps of writing, topic choosing, five-sentence</p> <p>Reference: <i>Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.</i></p> <hr/> <p>Material: Feedback and Revision</p> <p>Bibliography: <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	5%

16	<p>1.2 Being able to develop the ability to write effective paragraphs and essays</p> <p>2. Being able to use appropriate language and style in writing</p> <p>3. Become able to understand the fundamentals of good writing, including grammar, syntax and organization</p> <p>4. Being able to develop critical thinking and analytical skills through the practice of writing</p>	<p>1. to indicate the structure of narrative essay</p> <p>2. to give examples for the use of language of narrative essay</p>	<p>Criteria: written and oral</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Make a short story from selected types of stories (fable, folklore, etc) 2 X 50</p>	<p>Material: Steps of writing, topic choosing, five-sentence</p> <p>Reference: Bailey, S. 2011. <i>Academic Writing: A Handbook for International Students (Third ed.)</i>. Oxon: Routledge.</p> <p>Material: Writing a short story</p> <p>Bibliography: Bailey, S. 2011. <i>Academic Writing: A Handbook for International Students (Third ed.)</i>. Oxon: Routledge.</p>	25%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	52.5%
2.	Project Results Assessment / Product Assessment	47.5%
		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.