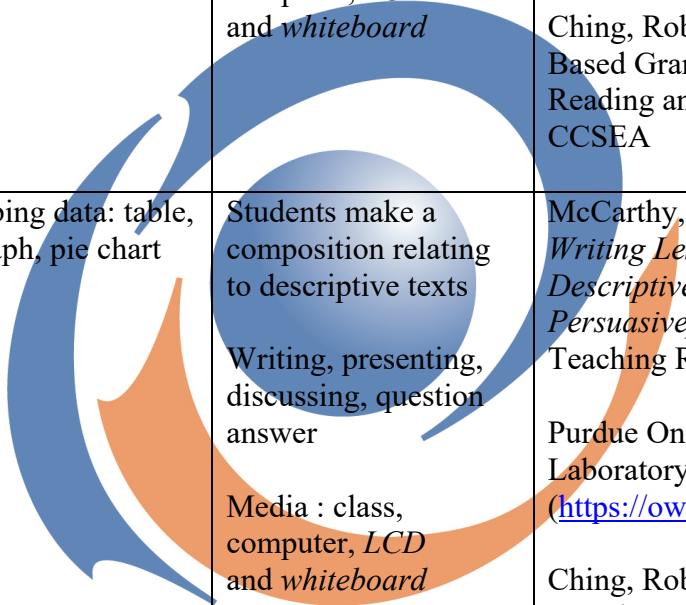**RENCANA PEMBELAJARAN SEMESTER GANJIL 2019/2020**
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS ESA UNGGUL

Subject	: Paragraph Writing	**Subject Code**	: PBI 121
Prerequisite	: -	**Credit**	: 3
Lecturer	: Safi Aini, M.Sc.	**Lecturer Code**	: 7997
Time Allocation	: 14 meetings x 150 minutes		
Learning Objectives	: After completing this course, students are expected to be able to: 1. Understand basic concept, types, and components of writing texts (narrative, descriptive, and exposition) 2. Compose a paragraph and narrative, descriptive, and exposition text 3. Correct mistakes on composition		

WEEK	LEARNING OUTCOMES	TOPIC/SUB-TOPICS	CLASSROOM ACTIVITIES AND MEDIA	REFERENCES	INDICATOR FOR ASSESSMENT
1	Students identify the course outline and the class regulations	Course outline and class regulations	Students are given course outline, then identify learning topics, assessment system, and references. Media : class, computer, *LCD* and *whiteboard*	Course Outline	Students explain the course outline and the regulations of the class
2	Students are	- Subject verb	Students elaborate the	McCarthy, Tara. 2009. *100*	Students'

	able to identify basic concept of writing composition	agreement - Personal impersonal sentence - Active and passive voice - Punctuation - Capitalization - Coherent cohesion	basic concept of writing composition Lecturing, discussing, question answer Media : class, computer, *LCD* and *whiteboard*	*Writing Lessons (Narrative, Descriptive, Expository and Persuasive).* USA: Scholastic Teaching Resources Purdue Online Writing Laboratory. (https://owl.english.purdue.edu/) Ching, Roberta J. 2008. *A Text-Based Grammar for Expository Reading and Writing.* California: CCSEA	understanding to explain basic concept of writing
3	Students are able to outline a descriptive text	- What is it? - What are the elements? - What are the purposes? - Examples of it - Language used	Students explain the characteristics of descriptive text Presenting, discussing, question answer Media : class, computer, *LCD* and *whiteboard*	McCarthy, Tara. 2009. *100 Writing Lessons (Narrative, Descriptive, Expository and Persuasive).* USA: Scholastic Teaching Resources Purdue Online Writing Laboratory. (https://owl.english.purdue.edu/) Ching, Roberta J. 2008. A Text-Based Grammar for Expository Reading andWriting. California: CCSEA	Students' performance in explaining the characteristics of descriptive text
4-6	Students are able to compose paragraphs of descriptive text	Describing people, things, places	Students make a composition relating to descriptive texts	McCarthy, Tara. 2009. *100 Writing Lessons (Narrative, Descriptive, Expository and Persuasive).* USA: Scholastic	Students' performance to compose a paragraph

| | | | Writing, presenting, discussing, question answer

Media : class, computer, *LCD* and *whiteboard* | Teaching Resources

Purdue Online Writing Laboratory. (https://owl.english.purdue.edu/)

Ching, Roberta J. 2008. A Text-Based Grammar for Expository Reading andWriting. California: CCSEA | related to describing people |
|---|---|---|---|---|---|
| 7 | Students are able to compose paragraphs of descriptive text | Describing data: table, line graph, pie chart | Students make a composition relating to descriptive texts

Writing, presenting, discussing, question answer

Media : class, computer, *LCD* and *whiteboard* | McCarthy, Tara. 2009. *100 Writing Lessons (Narrative, Descriptive, Expository and Persuasive)*. USA: Scholastic Teaching Resources

Purdue Online Writing Laboratory. (https://owl.english.purdue.edu/)

Ching, Roberta J. 2008. A Text-Based Grammar for Expository Reading andWriting. California: CCSEA | Students' performance to compose a paragraph related to describing data |
| 8 | **MID-TERM TEST** | | | | |
| 9 | Students are able to outline a narrative text | - What is it?
- What are the elements?
- What are the purposes? | Students make a composition relating to narrative texts

Writing, presenting, | McCarthy, Tara. 2009. *100 Writing Lessons (Narrative, Descriptive, Expository and Persuasive)*. USA: Scholastic Teaching Resources | Students' performance in explaining the characteristics of narrative text |

		- Examples of it - Language used	discussing, question answer Media : class, computer, *LCD* and *whiteboard*	Purdue Online Writing Laboratory. (https://owl.english.purdue.edu/) Ching, Roberta J. 2008. A Text-Based Grammar for Expository Reading andWriting. California: CCSEA	
10-11	Students are able to compose paragraphs of narrative text	Writing an experience and an anecdote	Students make a composition relating to narrative texts Writing, presenting, discussing, question answer Media : class, computer, *LCD* and *whiteboard*	McCarthy, Tara. 2009. *100 Writing Lessons (Narrative, Descriptive, Expository and Persuasive)*. USA: Scholastic Teaching Resources Purdue Online Writing Laboratory. (https://owl.english.purdue.edu/) Ching, Roberta J. 2008. A Text-Based Grammar for Expository Reading andWriting. California: CCSEA	Students' performance to write an experience
12	Students are able to outline a expository text	- What is it? - What are the elements - What are the purposes? - Examples of it - Language used	Students make a composition relating to expository texts Writing, presenting, discussing, question answer	McCarthy, Tara. 2009. *100 Writing Lessons (Narrative, Descriptive, Expository and Persuasive)*. USA: Scholastic Teaching Resources Purdue Online Writing Laboratory.	Students' performance in explaining the characteristics of narrative text

			Media : class, computer, *LCD* and *whiteboard*	(https://owl.english.purdue.edu/) Ching, Roberta J. 2008. A Text-Based Grammar for Expository Reading andWriting. California: CCSEA	
13	Students are able to make a draft and practice writing composition	Writing a report, review	Students make a composition relating to expository texts Writing, presenting, discussing, question answer Media : class, computer, *LCD* and *whiteboard*	McCarthy, Tara. 2009. *100 Writing Lessons (Narrative, Descriptive, Expository and Persuasive)*. USA: Scholastic Teaching Resources Purdue Online Writing Laboratory. (https://owl.english.purdue.edu/) Ching, Roberta J. 2008. A Text-Based Grammar for Expository Reading andWriting. California: CCSEA	Students' performance to write a report, review
14-15	Students are able to proofread other students' composition	Proofreading on narrative, descriptive, and expository written texts	Students proofread others' composition and make a note	McCarthy, Tara. 2009. *100 Writing Lessons (Narrative, Descriptive, Expository and Persuasive)*. USA: Scholastic Teaching Resources Purdue Online Writing Laboratory. (https://owl.english.purdue.edu/) Ching, Roberta J. 2008. A Text-	Students' comprehension to proofread students' composition and make on a note

			Based Grammar for Expository Reading andWriting. California: CCSEA	

FINAL TEST

EVALUASI PEMBELAJARAN

WEEK	PROCEDURE	FORM	SCORE ≥ 77 (A / A-)	SCORE ≥ 65 (B- / B / B+)	SCORE ≥ 60 (C / C+)	SCORE ≥ 45 (D)	SCORE < 45 (E)	WEIGHT
1	Understand the course outline and class regulation							
2	Performance assessment	Discussion, and exercises	Students are able to identify basic concept of writing composition comprehen-sively	Students are able to elaborate basic concept of writing	Students are able to elaborate basic concept of writing with few mistakes	Students are able to elaborate basic concept of writing with frequent mistakes	Students fail to elaborate basic concept of writing	5%
3	Perfomance assessment	Students' outlining	Students are able to outline a descriptive text comprehen-sively	Students are able to outline a descriptive text	Students are able to outline a descriptive text few mistakes	Students are able to outline a descriptive text with frequent mistakes	Students fail to outline a descriptive text	10%
4-6	Performance	Students'	Students are	Students are	Students are	Students are	Students	10%

	Assessment	composition	able to compose paragraphs of descriptive text comprehend-sively	able to compose paragraphs of descriptive text	able to compose paragraphs of descriptive text with few mistakes	able to compose paragraphs of descriptive text with few mistakes	fail to compose paragraphs of descriptive text	
7	Perfomance assessment	Students' composition	Students are able to compose paragraphs of descriptive data: table, line graph, pie chart comprehen-sively	Students are able to compose paragraphs of descriptive data: table, line graph, pie chart	Students are able to compose paragraphs of descriptive data: table, line graph, pie chart comprehen-sively with few mistakes	Students are able to compose paragraphs of descriptive data: table, line graph, pie chart comprehen-sively with frequent mistakes	Students fail to compose paragraphs of descriptive data: table, line graph, pie chart comprehen-sively text	10%
9	Performance Assessment	Students' outlining	Students are able to outline narrative composition comprehen-sively	Students are able to outline narrative composition	Students are able to outline narrative composition with few mistakes	Students are able to outline narrative composition with frequent mistakes	Students fail to compose paragraphs of narrative text	15%
10-11	Performance Assessment	Students' composition	Students are able to compose	Students are able to compose	Students are able to compose	Students are able to compose	Students fail to compose	10%

			paragraphs of narrative text comprehend-sively	paragraphs of narrative text	paragraphs of narrative text with few mistakes	paragraphs of narrative text with few mistakes	paragraphs of narrative text	
12	Performance Assessment	Students' outlining	Students are able to outline expository composition comprehen-sively	Students are able to outline expository composition	Students are able to outline expository composition with few mistakes	Students are able to outline expository composition with frequent mistakes	Students fail to compose paragraphs of expository text	15%
13	Performance Assessment	Students' composition	Students are able to compose paragraphs of expository text comprehend-sively	Students are able to compose paragraphs of expository text	Students are able to compose paragraphs of expository text with few mistakes	Students are able to compose paragraphs of expository text with few mistakes	Students fail to compose paragraphs of expository text	10%
14-15	Performance Assessment,	Students' performance to proofread someone's composition	Students are able to proofread someone's composition comprehensively	Students are able to proofread someone's composition	Students are able to proofread someone's composition with few mistakes	Students are able to proofread someone's composition with frequent mistakes	Students fail to proofread someone's composition comprehensively	15%

EVALUATION

WEEK	PROCEDURE	FORM	SCORE ≥ 77 (A / A-)	SCORE ≥ 65 (B- / B / B+)	SCORE ≥ 60 (C / C+)	SCORE ≥ 45 (D)	SCORE < 45 (E)	WEIGHT
1	Understand the course outline and class regulation							
2 - 3	*Progress test and post-test (midterm test)*	Written tests	Students are able to identify and elaborate the history of literature **comprehensively**	Students are able to identify and elaborate the history of literature	Students are able to identify and elaborate the history of literature **with few mistakes**	Students are able to identify and elaborate the history of literature **with frequent mistakes**	Students **fail** to identify and elaborate the history of literature	5%
4-6	*Post-test (midterm test and online tasks)*	Written tests	Students are able to identify elements of literature **comprehensively**	Students are able to identify elements of literature	Students are able to identify elements of literature **with few mistakes**	Students are able to identify elements of literature **with frequent mistakes**	Students fail to identify elements of literature	5%
7	*Progress test and post-test (midterm test and online tasks)*	Written tests	Students are able to review the materials **comprehensively**	Students are able to review the materials	Students are able to review the materials **with few mistakes**	Students are able to review the materials **with frequent mistakes**	Students fail to review the materials	10%
9-10	*Post-test (final test and online tasks)*	Written tests	Students are able to explain the theory of teaching	Students are able to explain the	Students are able to explain the	Students are able to explain the theory of	Students fail to explain the	10%

			English through Literature comprehensively	theory of teaching English through Literature	theory of teaching English through Literature with few mistakes	teaching English through Literature with frequent mistakes	theory of teaching English through Literature	
11	*Post-test (final test and online tasks)*	Written tests	Students are able to recognize and elaborate the methods in teaching English using literature properly	Students are able to recognize and elaborate the methods in teaching English using literature	Students are able to recognize and elaborate the methods in teaching English using literature with few mistakes	Students are able to recognize and elaborate the methods in teaching English using literature with frequent mistakes	Students fail to recognize and elaborate the methods in teaching English using literature	10%
12	*Post-test (final test and online tasks)*	Written tests	Students are able to teach **Listening** using Literature comprehensively	Students are able to teach **Listening** using Literature	Students are able to teach **Listening** using Literature with few mistakes	Students are able to teach **Listening** using Literature with frequent mistakes	Students fail to teach **Listening** using Literature	15%
13	*Post-test (final test and online tasks)*	Written tests	Students are able to teach **Speaking** using Literature comprehensively	Students are able to teach **Speaking** using Literature	Students are able to teach **Speaking** using Literature with few	Students are able to teach **Speaking** using Literature with frequent	Students fail to teach **Speaking** using Literature	15%

					mistakes	mistakes		
14	*Post-test (final test and online tasks)*	Written tests	Students are able to teach **Reading** using Literature comprehensively	Students are able to teach **Reading** using Literature	Students are able to teach **Reading** using Literature with few mistakes	Students are able to teach **Reading** using Literature with frequent mistakes	Students fail to teach **Reading** using Literature	15%
15	*Post-test (final test and online tasks)*	Written tests	Students are able to teach **Writing** using Literature comprehensively	Students are able to teach **Writing** using Literature	Students are able to teach **Writing** using Literature with few mistakes	Students are able to teach **Writing** using Literature with frequent mistakes	Students fail to teach **Writing** using Literature	15%

Assessment components:
Midterm Test   : 30%   Final Test   : 30%
Quiz   : 20%   Online task   : 20%

Approved by,   Jakarta, September 2019
Head of Study Program   Lecturer

Rika Mutiara, M.Hum   Safi Aini, M.Sc.