



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Argumentative Writing	8820303252		T=2	P=0	ECTS=3.18	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 20px;">P.O</td> </tr> </table>	P.O																																
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	PO Matrix at the end of each learning stage (Sub-PO)																																	
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description	The course is a continuation to Expository and Analytical Writing. In this course, the aim is to further improve students' ability in argumentative writing, a skill that can help students' personal, academic, and professional life. The purpose of argumentative writing in this course is to convince the audience in a reasonable manner by employing critical thinking skills to form logical, effective and believable written arguments. Emphasis is placed on the process of writing with development of content, organization, and paragraph to essay structure. The teaching – learning activities are conducted through brief presentations by the teacher, discussions that involve both students and teachers, and practices by the students in the form of essay writing workshops. Integrated into these activities are the in-class assignments, analytical reading sessions and peer review activities in addition to extended essays developed outside of class.
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References	<p>Main :</p> <ol style="list-style-type: none"> APA. (2013). {APA} 6th-ed style guide. Curtin University Library , (November). Bailey, S. (2015). Academic Writing A Handbook for International Students . Jordan, R. R. (1999). Academic Writing Course - Study Skills in English (Third Edit). Essex: Pearson Education Limited. Kirszner, L. G., & Mandell, S. R. (2009). Writing First: Practice in Context with Readings (Fourth Edi). Boston: Bedford/St. Martin's. Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc. Wallwork, A. (2013). English for Academic Research: Writing Exercises . New York: Springer Science Business Media. <p>Supporters:</p>
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Supporting lecturer	Nur Chakim, S.Pd., M.Pd. Arik Susanti, S.Pd., M.Pd. Anis Trisusana, S.S., M.Pd. Retno Wulan Dari, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd. Sueb, S.Pd., M.Pd.
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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	To understand the exemplification essay	1. Explain the concept of exemplification essay 2. Explain the characteristics of exemplification essay 3. Identify the structure of exemplification essay 4. Construct the exemplification essay	Criteria: 1. marking criteria: 2.1. Task achievement 3.2. Lexical resources 4.3. Grammatical accuracy 5.4. Coherence and coherence	Lecturing, discussing, and assignment 3 X 50			6%
2	To understand the exemplification essay	1. Explain the concept of exemplification essay 2. Explain the characteristics of exemplification essay 3. Identify the structure of exemplification essay 4. Construct the exemplification essay	Criteria: 1. marking criteria: 2.1. Task achievement 3.2. Lexical resources 4.3. Grammatical accuracy 5.4. Coherence and coherence	Lecturing, discussing, and assignment 3 X 50			0%
3	To understand the exemplification essay	1. Explain the concept of exemplification essay 2. Explain the characteristics of exemplification essay 3. Identify the structure of exemplification essay 4. Construct the exemplification essay	Criteria: 1. marking criteria: 2.1. Task achievement 3.2. Lexical resources 4.3. Grammatical accuracy 5.4. Coherence and coherence	Lecturing, discussing, and assignment 3 X 50			0%
4	To understand the process essay	Explain the concept of process essay Explain the characteristics of process essay Identify the structure of process essay Construct the process essay	Criteria: 1. Marking criteria: 2.1. Task achievement 3.2. Lexical resources 4.3. Grammatical accuracy 5.4. Cohesion and coherence	Lecturing, discussing, and assignment 3 X 50			0%
5	To understand the process essay	Explain the concept of process essay Explain the characteristics of process essay Identify the structure of process essay Construct the process essay	Criteria: 1. Marking criteria: 2.1. Task achievement 3.2. Lexical resources 4.3. Grammatical accuracy 5.4. Cohesion and coherence	Lecturing, discussing, and assignment 3 X 50			0%
6	To understand the cause and effect essay	Explain the concept of cause and effect essay Explain the characteristics of cause and effect essay Identify the structure of cause and effect essay Construct the cause and effect essay	Criteria: 1. Marking criteria: 2.1. task achievement 3.2. lexical resources 4.3. grammatical accuracy 5.4. coherence and cohesion	Lecturing, discussing, assignment 3 X 50			0%

7	To understand the cause and effect essay	Explain the concept of cause and effect essay Explain the characteristics of cause and effect essay Identify the structure of cause and effect essay Construct the cause and effect essay	Criteria: 1. Marking criteria: 2.1. task achievement 3.2. lexical resources 4.3. grammatical accuracy 5.4. coherence and cohesion	Lecturing, discussing, assignment 3 X 50			0%
8	To understand the cause and effect essay	Explain the concept of cause and effect essay Explain the characteristics of cause and effect essay Identify the structure of cause and effect essay Construct the cause and effect essay	Criteria: 1. Marking criteria: 2.1. task achievement 3.2. lexical resources 4.3. grammatical accuracy 5.4. coherence and cohesion	Lecturing, discussing, assignment 3 X 50			0%
9	To understand the comparison and contrast essay	Explain the concept of comparison and contrast essay Explain the characteristics of comparison and contrast essay Identify the structure of comparison and contrast essay Construct the comparison and contrast essay	Criteria: The highest score is got if it fulfills the criteria of good essay in writing rubric.	Lecturing, discussing, and assignment 3 X 50			0%
10	To understand the comparison and contrast essay	Explain the concept of comparison and contrast essay Explain the characteristics of comparison and contrast essay Identify the structure of comparison and contrast essay Construct the comparison and contrast essay	Criteria: The highest score is got if it fulfills the criteria of good essay in writing rubric.	Lecturing, discussing, and assignment 3 X 50			0%
11	To understand the classification and division essay	Explain the concept of classification and division essay Explain the characteristics of classification and division essay Identify the structure of classification and division essay Construct the classification and division essay	Criteria: The highest score is got if it fulfills the criteria of good essay in writing rubric.	Lecturing, discussing, assignment 3 X 50			0%

12	To understand the classification and division essay	Explain the concept of classification and division essay Explain the characteristics of classification and division essay Identify the structure of classification and division essay Construct the classification and division essay	Criteria: The highest score is got if it fulfills the criteria of good essay in writing rubric.	Lecturing, discussing, assignment 3 X 50			0%
13	To understand the classification and division essay	Explain the concept of classification and division essay Explain the characteristics of classification and division essay Identify the structure of classification and division essay Construct the classification and division essay	Criteria: The highest score is got if it fulfills the criteria of good essay in writing rubric.	Lecturing, discussing, assignment 3 X 50			0%
14	To understand the argumentative essay	Explain the concept of argumentative essay Explain the characteristics of argumentative essay Identify the structure of argumentative essay Construct the argumentative essay	Criteria: The highest score is got if it fulfills the criteria of good essay in writing rubric.	lecturing, discussion, and assignment 3 X 50			0%
15	To understand the argumentative essay	Explain the concept of argumentative essay Explain the characteristics of argumentative essay Identify the structure of argumentative essay Construct the argumentative essay	Criteria: The highest score is got if it fulfills the criteria of good essay in writing rubric.	lecturing, discussion, and assignment 3 X 50			0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

Notes

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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.

5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.