



**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																																	
Descriptive And Narrative Writing	7920202039		T=2 P=0 ECTS=3.18	3	July 18, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																		
	Dr. Ali Mustofa, S.S., M.Pd.																																		
Learning model	Case Studies																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																					
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 100px; height: 30px;">P.O</td> </tr> </table>					P.O																															
P.O																																						
	PO Matrix at the end of each learning stage (Sub-PO)																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px;">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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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 19s presentation, class discussion, and writing practices for academic purposes.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 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. 																																					
	Supporters:																																					
Supporting lecturer	Dr. Widyastuti, S.S., M.Pd. Lisetyo Ariyanti, S.S., M.Pd. Hujuala Rika Ayu, S.S., M.A. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., 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	To understand the concept of invention stage in essay writing	- to indicate an idea which is suitable as an essay topic - to indicate the limit of an essay 19s discussion based on its topic - to indicate the correct thesis statement based on a given topic - to select an idea which is suitable as an essay topic - to construct a limitation for an essay 19s discussion - to construct a thesis statement for an essay	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E)	Lecturing Discussion Writing Practice 2 X 50			0%
2	To understand the concept of essay 19s parts in essay writing To implement the concept of essay 19s parts in essay writing	- to show the correct construction of an introductory paragraph in an essay - to show the correct construction of the body paragraphs in an essay - to show the correct construction of a concluding paragraph in an essay - 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	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E)	Lecturing Discussion Writing Practice 2 X 50			0%
3	To analyze the implementation of the concept of essay 19s parts in essay writing	- to analyze the appropriateness of the introductory paragraph 19s construction - to analyze the appropriateness of the body paragraphs 19s construction - to analyze the appropriateness of the concluding paragraph 19s construction	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E)	Lecturing Discussion Writing Practice 2 X 50			0%

4	To understand the concept of structure and language of written descriptive essay. To implement the concept of structure and language of descriptive essay into descriptive essay writing	- to indicate the structure of objective descriptive essay - to indicate the structure of subjective descriptive essay - to give examples for the use of language of objective descriptive essay - to give examples for the use of language of subjective descriptive essay - to implement the structure of objective descriptive essay into writing an essay - to implement the structure of subjective descriptive essay into writing an essay - to implement the language use of objective descriptive essay into writing an essay - to implement the language use of subjective descriptive essay into writing an essay	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E)	Lecturing Discussion Writing Practice 2 X 50			0%
5	To understand the concept of structure and language of written descriptive essay. To implement the concept of structure and language of descriptive essay into descriptive essay writing	- to indicate the structure of objective descriptive essay - to indicate the structure of subjective descriptive essay - to give examples for the use of language of objective descriptive essay - to give examples for the use of language of subjective descriptive essay - to implement the structure of objective descriptive essay into writing an essay - to implement the structure of subjective descriptive essay into writing an essay - to implement the language use of objective descriptive essay into writing an essay - to implement the language use of subjective descriptive essay into writing an essay	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E)	Lecturing Discussion Writing Practice 2 X 50			0%

6	To understand the concept of structure and language of written descriptive essay. To implement the concept of structure and language of descriptive essay into descriptive essay writing	- to indicate the structure of objective descriptive essay - to indicate the structure of subjective descriptive essay - to give examples for the use of language of objective descriptive essay - to give examples for the use of language of subjective descriptive essay - to implement the structure of objective descriptive essay into writing an essay - to implement the structure of subjective descriptive essay into writing an essay - to implement the language use of objective descriptive essay into writing an essay - to implement the language use of subjective descriptive essay into writing an essay	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E)	Lecturing Discussion Writing Practice 2 X 50			0%
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11	To understand the concept of structure and language of written narrative essay To implement the concept of structure and language of narrative into narrative essay writing To analyze the construction of narrative essay based on its structure and language concept	- to indicate the structure of narrative essay - to give examples for the use of language of narrative essay - to implement the structure of narrative essay into writing an essay - to implement the language use of narrative essay into writing an essay - to analyze the implementation of narrative essay 19s structure in writing an essay - to analyze the use of narrative essay 19s language in writing an essay	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E)	Lecturing Discussion Writing Practice 2 X 50			0%

12	To understand the concept of structure and language of written narrative essay To implement the concept of structure and language of narrative into narrative essay writing To analyze the construction of narrative essay based on its structure and language concept	- to indicate the structure of narrative essay - to give examples for the use of language of narrative essay - to implement the structure of narrative essay into writing an essay - to implement the language use of narrative essay into writing an essay - to analyze the implementation of narrative essay 19s structure in writing an essay - to analyze the use of narrative essay 19s language in writing an essay	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E)	Lecturing Discussion Writing Practice 2 X 50			0%
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Evaluation Percentage Recap: Case Study

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.