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

PO - 14

PO - 15

PLO-PO Matrix

Document Code

SEMESTER LEARNING PLAN

Courses			CODE	Course Family		Credit	We	ight	SEMESTER	Compilation Date	
Expository a	nd Analytical Wri	ting	7920202254	Compulsory Study Program Subjects		T=2 P	-0	ECTS=3.18	2	July 16, 2024	
AUTHORIZA	TION		SP Developer				Course Cluster Coordinator			m Coordinator	
									Dr. Ali Mustofa, S.S., M.Pd		
Learning model	Project Based L	sed Learning									
Program	PLO study pro	tudy program that is charged to the course									
Learning Outcomes (PLO)	PLO-5	Being solvin	able to demonstrate inte g, or risk taking in though	grative and independer nt, expression, or intelle	nt thinking ctual eng	g, origina gagement	dity, t	imagination,	experimentation	, problem	
	Program Object	ctives	(PO)								
	PO - 1	Demo	nstrate Proficiency in Wri	ting Mechanics							
	PO - 2	Craft	Clear and Coherent Essa	ys							
	PO - 3	Analyze and Synthesize Information									
	PO - 4	Use E	vidence Effectively								
	PO - 5	Devel	Develop Strong Thesis Statements								
	PO - 6	Engag	ge with Academic and Scl	holarly Sources							
	PO - 7	Apply	Different Writing Styles a	and Genres							
	PO - 8	Demonstrate Critical Thinking Skills									
PO - 9 Revise and Edit Effectively											
	PO - 10	Engage in Peer Review and Feedback									
	PO - 11	Understand Ethical Writing Practices									
	PO - 12	Present Ideas Orally and in Writing									
	PO - 13	Devel	op a Writing Portfolio								
1						_					

Prepare for Further Academic and Professional Writing

Reflect on Writing Process

PLO-5

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																
PO-5																
PO-6																
PO-7																
PO-8																
PO-9																
PO-10																
PO-11																
PO-12																
PO-13																
PO-14																
PO-15																

Short Course Description

In this course, students will explore the idea of writing expository and analytical essays in unity and coherence by applying acceptable language features to communicate in written form. They are expected to develop their writings from paragraph to essay, to identify the model of the expository and analytical text; including but not limited to process, cause and effect, comparison and contrast, classification and division, and definition, and to construct a five-paragraph essay. All teaching-learning activities are conducted through lecturing, presentation, discussion, and question-and-answer sessions.

References

- Main:
 - ${\bf 1.} \quad {\sf Zemach,\,D\,E\,\&\,Ghulldu,\,L\,A.\,2011.\,Writing\,essays:\,from\,paragraph\,to\,essay\,.\,London:\,Macmillan.}$

 - Bailey, S. 2018. Academic writing: a handbook for international students. New York: Routledge.
 Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.
 - 4. Newsome, Bruce. 2016. An Introduction to research analysis and writing . California: Sage publication

Supporters:

Supporting lecturer

Dian Rivia Himmawati, S.S., M.Hum. Dian Rivia Himmawati, S.S., M.Hum. Kenya Permata Kusumadewi, S.S., M.Pd. Fithriyah Inda Nur Abida, S.S., M.Pd. Ayu Saraswati, M.Hum. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. Silvy Cinthia Adelia, S.S., M.A. Uci Elly Kholidah, S.S., M.A. Ephrilia Noor Fitriana, S.Hum., M.Hum.

Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials	Assessment Weight (%)	
					Weight (70)	

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	[References	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1)	(Sub-PO)			offline)	, ,	Material: purpose, the concept, and the outline of expository and analytical composition. References: Zemach, DE & Ghulldu, L A. 2011. Writing essays: from paragraph to essay. London: Macmillan. Material: purpose, the concept, and the outline of expository and analytical composition. References: Bailey, S. 2018. Academic writing: a handbook for international students. New York: Routledge. Material: purpose, the concept, and the outline of expository and analytical composition. References: Kirszner, LG & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Material: purpose, the concept, and the outline of expository and analytical composition. References: Kirszner, LG & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Material: purpose, the concept, and the outline of expository and analytical composition. Reference: Newsome,	(8)
						concept, and the outline of expository and analytical composition. Reference:	

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2	Understanding the expository composition in detail.	1. Explain the purpose, the concept, and the characteristics of expository composition. 2. Identify the structure of several expository compositions.	Criteria: The score is based on the number of correct answers. Form of Assessment: Participatory Activities	Lectures, presentations, group work 2 X 50	Material: the purpose, the concept, the structure, and the characteristics of expository composition Reference: Zemach, DE & Ghulldu, L A. 2011. Writing essays: from paragraph to essay. London: Macmillan. Material: the purpose, the concept, the structure, and the characteristics of expository composition Reference: Bailey, S. 2018. Academic writing: a handbook for international students. New York: Routledge. Material: the purpose, the concept, the structure, and the characteristics of expository composition Reference: Kirszner, LG & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St.	
					purpose, the concept, the structure, and the characteristics of expository composition Reference: Kirszner, LG & Mandel, S R. 2018. Patterns for college writing (14th	
					Boston: Bedford/St. Martin's. Material: the purpose, the concept, the structure, and the characteristics of expository composition	
					Reference: Newsome, Bruce. 2016. An introduction to research analysis and writing. California: Sage publications	

4	Analyzing the	1.Explain the	Criteria:	Group	Material: the	3%
	structure of several	purpose, the	Students ability to	presentations,	purpose, the	
	expository	concept, and	explain and analyze the given task.	feedback	concept, the	l l
	processes.		the given task.	2 X 50	structure, and	
		the		27.00	the	
		characteristics	Form of Assessment :		characteristics	
		of expository	Test		of expository	
		composition.			composition	
		Identify the			Reference:	
		structure of			Zemach, DE	
		several			& Ghulldu, L	
		expository			A. 2011.	
		processes.				
		processes.			Writing	
					essays: from	
					paragraph to	
					essay.	
					London:	
					Macmillan.	
					Material: the	
					purpose, the	
					concept, the	
					structure, and	
					the	
					characteristics	
					of expository	
					composition	
					Reference:	
					Bailey, S.	
					2018.	
					Academic	
					writing : a	
					handbook for	
					international	
					students. New	
					York:	
					Routledge.	
					Nouveuge.	
					No adamial, the	
					Material: the	
					purpose, the	
					concept, the	
					structure, and	
					the	
					characteristics	
					of expository	
					composition	
					Reference:	
					Kirszner, LG &	
					Mandell, S R.	
					2018. Patterns	
					for college	
					writing (14th	
					edition).	
					Boston:	
					Bedford/St.	
					Martin's.	
					Material: the	
					purpose, the	
					concept, the	
					structure, and	
					the	
					characteristics	
					of expository	
					composition	
					Reference:	
					Newsome,	
					Bruce. 2016.	
					An	
					introduction to	
					research	
					analysis and	
					writing.	
					California:	
					Sage	
					publications	
	<u> </u>			<u> </u>	<u> </u>	<u> </u>
					•	

Seling able to write the expository composition from scratch. Is tudents are able to choose a specific to their expository composition. In the expository composition. Analyte the feedback given by the lecturer 4. Rewrite their first draft according to the feedback given. Against the feedback given. Composition to the feedback given. Evaluation for their expository composition to the feedback given. Evaluation for their expository composition to the feedback given. Evaluation for their expository composition to the feedback given. Evaluation for their expository composition for the feedback given. Evaluation for their expository composition for the feedback given. Evaluation for their expository composition for feedback given. Evaluation for the feedback given. Evaluation for their expository composition for feedback given. Evaluation for their expository composition for feedback given. Evaluation for five feedback generated for five feedback given. Evaluation for five feedback generated for five feedback given. Evaluation for five feedback generated for five feedback given. Evaluation for five feedback generated for five feedback given. Evaluation for five feedback generated for five feedback given. Evaluation for five feedback generated for five feedback given. Evaluation for five feedback given feedback given for five feedback given feedback given for five feedback given fe	the expo	ository ition from able to:Choose a specific topic for their expository composition. 2.Make the first draft. 3.Analyze the	Students ability to do the given task. Students ability to do the given task. Form of Assessment Participatory Activities observed their proposition. It is the first of the given task.	one-on-one tutorial, question-and- answer	the expository composition Bibliography: Zemach, DE & Ghulldu, L A. 2011. Writing	3%
California: Sage		lecturer 4.Rewrite their first draft according to the feedback	dback en by the turer write their t draft cording to feedback		essay. London: Macmillan. Material: write the expository composition Reference: Bailey, S. 2018. Academic writing: a handbook for international students. New York: Routledge. Material: write the expository composition References: Kirszner, LG & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's. Material: write the expository composition References: Kirszner, LG & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's. Material: write the expository composition Reader: Newsome, Bruce. 2016. An introduction to research analysis and writing. California:	

6	Being able to write	1 6	Critoria	Locturing	Material:	write 3%	\neg
"	the expository	1.Students are able	Criteria: Students ability to do	Lecturing, one-on-one	the expos		
	composition from		the given task.	tutorial,	compositi		
	scratch.	to:Choose a		question-and-	Bibliogra		
		specific topic	Form of Assessment :	answer	Zemach,		
		for their	Participatory Activities	2 X 50	& Ghulldu		
		expository		2 X 30	A. 2011.	, _	
		composition.			Writing		
		Make the first			essays: fi	om	
		draft.			paragrapi		
		Analyze the			essay.	110	
		feedback			London:		
		given by the			Macmillar	,	
		lecturer			iviaciiiliai		
		4.Rewrite their			Material:	write	
		first draft					
		according to			the expos compositi		
		the feedback			Reference		
					Bailey, S.	С.	
		given.			2018.		
					2018. Academic		
					writing : a		
					handbook		
					internatio		
					students. York:	New	
					Routledge		
					Material:	write	
					the expos		
					compositi		
					Reference		
					Kirszner,		
					Mandell,		
					2018. Pai		
					for college		
					writing (1-		
					edition).		
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					Bruce. 20		
					An		
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					California		
					Sage		
					publicatio	าร	
					Pasiicalio		

	T			1	,		
7	Applying knowledge of expository composition during Mid-Semester examination.	Students ability to do the given task.	Criteria: 1.Thesis Statement 2.Organization and Structure 3.Supporting Evidence 4.Analysis and Explanation 5.Clarity and Coherence 6.Audience Awareness 7.Concluding Remarks 8.Grammar and Mechanics 9.Citation and Referencing 10.Originality and Creativity Form of Assessment: Participatory Activities, Tests	2 X 50		Material: write the expository composition Bibliography: Zemach, DE & Ghulldu, L A. 2011. Writing essays: from paragraph to essay. London: Macmillan. Material: write the expository composition Reference: Bailey, S. 2018. Academic writing: a handbook for international students. New York: Routledge. Material: write the expository composition References: Kirszner, LG & Mandell, S R. 2018. Patterns for college writing (14th eedition). Boston: Bedford/St. Martin's. Material: write the expository composition Reader: Newsome, Bruce. 2016. An introduction to research analysis and writing. California: Sage publications	4%

	1		T	ı	T	,
8	Understanding the analysis essay in detail	Explain in more detail about analytical essay how to analyze, when to analyze, identify what to analyze	Criteria: The score is based on the number of correct answers Form of Assessment: Participatory Activities	Lectures, presentations 2 x 50	Material: Understanding the analysis essay References: Zemach, DE & Ghulldu, L A. 2011. Writing essays: from paragraph to essay. London: Macmillan. Material: Understanding the analysis essay References: Bailey, S. 2018. Academic writing: a handbook for international students. New York: Routledge. Material: Understanding the analysis essay References: Kirszner, LG & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's. Material: Understanding the analysis essay References: Kirszner, LG & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's. Material: Understanding the analysis essay References: Newsome, Bruce. 2016. An introduction to research analysis and writing. California: Sage publications	

9 Understanding the concept of says and flow to analyze analyz
writing. California:

	1		T	ı	T T	
10	Being able to write an analytical essay	1.Students are able to: develop theoretical topic ideas 2.develop their draft into compare-contrast / categorize & classifying / relational analysis.	Criteria: ability to develop their essay Form of Assessment: Portfolio Assessment, Practice/Performance, Test	lecturing, one-on0one tutorial, question- answer 2 X 50	Material: wan analytica essay Bibliograp Zemach, D & Ghulldu, A. 2011. Writing essays: from paragraph essay. London: Macmillan. Material: wan analytica essay Reference: Bailey, S. 2018. Academic writing: a handbook f international students. Nayork: Routledge. Material: wan analytica essay Reference: Kirszner, Lumandell, S. 2018. Patter for college writing (14th edition). Boston: Bedford/St. Martin's. Material: wan analytica essay Reference: Kirszner, Lumandell, S. 2018. Patter for college writing (14th edition). Boston: Bedford/St. Martin's. Material: wan analytica essay Reader: Newsome, Bruce. 2010. An introduction research analysis an writing. California: Sage publications.	al hy: E. moo rite al s: ew rite al s: f & & R. rrns f f f f f f f f f f f f f f f f f f f

T I Rollad a	able to write Develop their	Criteria:	000-00-000	Material write	30%
11 Being a analytic	able to write cal essays Develop their topic idea and their draftanalyze the feedback given by the lecturer-write their first draft	Criteria: ability t0 develop their essay Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance	one-on-one tutorial, discussion, question-answer 2 X 50	Material: write an analytical essay Bibliography: Zemach, DE & Ghulldu, L A. 2011. Writing essays: from paragraph to essay. London: Macmillan. Material: write an analytical essay References: Bailey, S. 2018. Academic writing: a handbook for international students. New York: Routledge. Material: write an analytical essay References: Kirszner, LG & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's. Material: write an analytical essay Reader: Newsome, Bruce. 2016. An introduction to research analysis and writing. California:	3%

12	Being able to collect the data	able to collect data and present	Criteria: able to collect the data	lecturig, one- on-one	Material: collect the	4%
	I and make it into		able to collect the data	tutorial,	data and	
	diagrams, tables		Form of Assessment :			
	diagrams, tables and etc			question-	make it into	
			Participatory Activities	answer	diagrams,	
				2 X 50	tables and	
					etc.	
					References:	
					Zemach, DE	
					& Ghulldu, L	
					A. 2011.	
					Writing	
					essays: from	
					paragraph to	
					essay.	
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					Widominan.	
			1		Material:	
			1		collect the	
			1		data and	
			1		make it into	
			1		diagrams,	
			1		tables and	
			1		etc.	
			1			
			1		References:	
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			1		2018.	
			1		Academic	
			1		writing : a	
					handbook for	
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					students. New	
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					collect the	
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					References:	
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					Mandell, S R.	
					2018. Patterns	
			1		for college	
			1		writing (14th	
			1		edition).	
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			1		Bedford/St.	
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			1		data and	
			1		make it into	
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			1		Reference:	
	1		1		Newsome,	
			1		Bruce. 2016.	
	1		1		An	
	1				introduction to	
	1		1		research	
			1		analysis and	
			1		writing.	
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			1		Sage	
	1		1		publications	
	1	1	1	1 1	μαυποαποτίο	

40	Daing objets	able to develor	Ouite air			40/
13	Being able to analyze the data	able to develop their analysis	Criteria: able to write analytical	progressive assessment	Material: wi	ite 4%
	analyze the data	usina	essays with data	and written	analytical essay with	
		dataanalyze the feedback that	Coody's Will data	test	data	
		feedback that	Forms of Assessment	2 X 50	Bibliograph	17.
		given by the lecturerre-write	:	2 X 30	Zemach, DE	
		their final draft	Participatory Activities,		& Ghulldu, L	
		include data	Portfolio Assessment,		A. 2011.	
		analysissubmit	Practice / Performance		Writing	
		their final project			essays: fron	,
					paragraph to	
					essay.	
					London:	
					Macmillan.	
					Material: wi	ite
					analytical	
				1	essay with	
				1	data	
				1	References	:
				1	Bailey, S.	
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					data	
					References	
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					Mandell, S F	
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					waaii 5.	
					Material: wi	ite
				1	analytical	
					essay with	
					data	
				1	References	:
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				1	research	,
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				1	writing.	
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				1	Sage	
				1	publications	
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14	being able to write analytical essays with free topics	Able to choose topic that students interest for their analytical essay Make a draft Analyze the feedback given by the lecturer Rewrite their first draft according to the feedback given	Criteria: able to write analytical essays Forms of Assessment: Participatory Activities, Portfolio Assessment, Practice / Performance	lecturing, one-on-one tutorial, question- answer 2 X 50	Material: write analytical essay with free topic References: Zemach, DE & Ghulldu, L A. 2011. Writing essays: from paragraph to essay. London: Macmillan. Material: write analytical essay with free topic Reference: Bailey, S. 2018. Academic writing: a handbook for international students. New York: Routledge. Material: write analytical essay with free topic References: Kirszner, LG & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's. Material: write analytical essay with free topic References: Kirszner, LG & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's. Material: write analytical essay with free topic Reader: Newsome, Bruce. 2016. An introduction to research analysis and writing. California: Sage publications	

	1			T	T T	Т	
15	being able to write analytical essays with free topics	Able to choose topic that students interest for their analytical essay Make a draft Analyze the feedback given by the lecturer Rewrite their first draft according to the feedback given	Criteria: able to write an analytical essay Forms of Assessment: Participatory Activities, Portfolio Assessment, Practice / Performance	lecturing, one-on-one tutorial, question- answer 2 X 50	ar es BB ZZ & A. W. es pes L.C. M. M. are s BB BZ ZZ & M. W. his in style R. C. A. W. his in style R. C. A. W. M. A. M. M. are s R. K. M. M. ZZ for w. M. A. M. M. are s R. K. M. M. ZZ for w. M. A. M. M. are s R. K. M. M. ZZ for w. M. B. B. A. M. in re are w. C. S. G. S. C. S.	laterial: write nalytical ssay sibliography: emach, DE Ghulldu, L. 2011. Writing ssays: from aragraph to ssay. ondon: dacmillan. laterial: write nalytical ssay sibliography: ailey, S. 0018. cademic rriting: a andbook for iternational tudents. New fork: coutledge. laterial: write nalytical ssay sibliography: ailey, S. 0018. Cademic rriting: a andbook for iternational tudents. New fork: coutledge. laterial: write nalytical ssay leferences: cirszner, LG & fandell, S R. 0018. Patterns for college rriting (14th dition). loston: lefedford/St. fartin's. laterial: write nalytical ssay leedford/St. fartin's.	4%

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16	Applying knowledge of expository composition and analytical essay during Final Semester examination.	Students are able to write analytical essays	Criteria: 1.Thesis Statement and Purpose 2.Organization and Structure 3.Supporting Evidence and Analysis 4.Critical Thinking and Interpretation 5.Clarity and Coherence 6.Audience Awareness and Engagement 7.Concluding Remarks 8.Grammar and Mechanics 9.Citation and Referencing 10.Originality and Creativity 11.Argumentative Structure Form of Assessment: Participatory Activities	2 X 50		Material: write an analytical essay Bibliography: Zemach, DE & Ghulldu, L A. 2011. Writing essays: from paragraph to essay. London: Macmillan. Material: write an analytical essay References: Bailey, S. 2018. Academic writing: a handbook for international students. New York: Routledge. Material: write an analytical essay References: Kirszner, LG & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's. Material: write an analytical essay References: Kirszner, LG & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's. Material: write an analytical essay Reader: Newsome, Bruce. 2016. An introduction to research analysis and writing. California: Sage publications	50%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	76.24%
2.	Portfolio Assessment	7.74%
3.	Practice / Performance	6.74%
4.	Test	9.25%
		99.97%

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.
- 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.
- 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.