

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

Document Code

			SEME	STER LE	ARN	IINC	3 P	LA	N		
Courses	;		CODE	C	ourse F	amily	Cred	lit We	ight	SEMESTER	Compilation Date
Exposite Writing	ory ar	nd Argumentative	7920203066	5			T=3	P=0	ECTS=4.77	4	July 18, 2024
AUTHOR	RIZAT	TON	SP Develop	er		Cours	se Clu	ister (	Coordinator	Study Progr Coordinator	
										Dr. Ali Musto	fa, S.S., M.Pd.
Learning model	9	Case Studies									
Progran		PLO study prog	gram that is char	ged to the coul	rse						
Learning Outcom		Program Objec	tives (PO)								
(PLO)		PLO-PO Matrix									
			P.O								
		PO Matrix at the	e end of each lea	rning stage (Sı	ub-PO)						
			P.O 1 2	3 4 5	6 7	8	Wee	ek 10	11 12	13 14	15 16
Short Course Descrip	tion	the unity, coherer	practical knowledge nce, rich content, a this course, studer onstruct the content	rguments, data, a nts also learn ho	and facts by to (1)	. It cov develo	ers the	ie par nesis.	aphrasing, sy (2) organize	nthesizing, wr sentences, di	ting argument,
Referen	ces	Main :									
		<ol> <li>Kiszner, New Yorl</li> <li>Oshima,</li> </ol>	rman et al. 1986. Wi Laurie G. dan Step k: St. Martin&rsquos Alice and Hogue, A y: A Description and	hen R. Mandell. s. nn. 1999. Writing	1983. P	atterns nic Eng	for C	ollege Iew Yo	Writing: A Fork: Longman	1.	ler and Guide.
		Supporters:									
	Supporting lecturer  Prof. Dra. Pratiwi Retna Dr. Widyastuti, S.S., M Lisetyo Ariyanti, S.S., M Hujuala Rika Ayu, S.S. Fithriyah Inda Nur Abid Adam Damanhuri, S.S.				D.						
Week-	eac	al abilities of h learning ge b-PO)	Evalu Indicator	ation Criteria & Forr		Lea Stude [ E	rning ent As stima	ted ti	ods, nents,	Learning materials [ References	Assessment Weight (%)
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1	To understand the concept of invention stage in essay writing. To implement 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's 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's discussion to construct a thesis statement for	Lecturing Discussion Writing Practice 3 X 50		0%
2	To understand the concept of essay's parts in essay writingTo implement the concept of essay's parts in essay writing To analyze the implementation of the concept of essay's 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 - to construct a correct body paragraph of an essay - to construct a correct concluding paragraph of an essay - to analyze the appropriateness of the introductory paragraph's construction - to analyze the appropriateness of the concluding paragraph's construction of the concluding paragraph's construction construction	Lecturing Discussion Writing Practice 3 X 50		0%

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To understand the concept of structure and language of written expository essay To implement the concept of structure and language of expository essay writing To analyze the construction of expository essay based on its structure and language concept	- to indicate the structure of objective expository essay - to indicate the structure of subjective expository essay - to give examples for the use of language of objective expository essay to give examples for the use of language of subjective expository essay to give examples for the use of language of subjective expository essay - to implement the structure of objective expository essay into writing an essay - to implement the language use of objective expository essay into writing an essay - to implement the language use of objective expository essay into writing an essay to implement the language use of subjective expository essay into writing an essay - to implement the language use of subjective expository essay into writing an essay - to analyze the implementation of objective expository essay's structure in writing an essay - to analyze the implementation of subjective expository essay's structure in writing an essay - to analyze the implementation of objective expository essay's structure in writing an essay - to analyze the use of objective expository essay's structure in writing an essay to analyze the use of objective expository essay - to analyze the use of objective expository essay's structure in writing an essay - to analyze the use of objective expository essay's structure in writing an essay to analyze the use of objective expository essay - to analyze the use of objective expository essay - to objective expository exposito	Lecturing Discussion Writing Practice 3 X 50	0%
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11	To understand the	- to indicate the	Lecturing	0%
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	and language of	objective	Writing	
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13	To understand the concept of structure and language of	- to indicate the structure of argumentative	Lecturing Discussion		0%
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14	To understand the concept of structure and language of written argumentative essay To implement the concept of structure and language of argumentative into argumentative essay writing To analyze the construction of narrative essay based on its structure and language concept	- to indicate the structure of argumentative essay to give examples for the use of language of argumentative essay - to implement the structure of argumentative essay into writing an essay to implement the language use of argumentative essay into writing an essay - to analyze the implementation of	Lecturing Discussion Writing Practice 3 X 50		0%
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15	To understand the concept of structure and language of written argumentative essay To implement the concept of structure and language of argumentative into argumentative essay writing To analyze the construction of narrative essay based on its structure and language concept	- to indicate the structure of argumentative essay to give examples for the use of language of argumentative essay - to implement the structure of argumentative essay into writing an essay to implement the language use of argumentative essay into writing an essay - to analyze the implementation of argumentative essay's structure in writing an essay to analyze the use of argumentative essay's structure in writing an essay to analyze the use of argumentative essay's language in writing an essay	Lecturing Discussion Writing Practice 3 X 50		0%
16					0%

**Evaluation Percentage Recap: Case Study** 

No	Evaluation	Percentage
		0%

## **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.
- 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.
- 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.