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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Paragraph Writing	7920202145		**T=2**	**P=0**	**ECTS=3.18**	2	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
	P.O
	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

Short Course Description	This study contains basic writing elements, which focus on the parts of a paragraph, paragraph support and development, and peer editing through contractual feedback. This subject covers four types of paragraphs, namely descriptive, opinion, comparison/contrast, and problem/solution paragraphs.

References	**Main :**
	1. (1) Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. *Writing Essays* . London: Macmillan Education. (2) Oshima, Alice and Ann Hogue. 2006. *Writing Academic English* . New York: Longman
	Supporters:

Supporting lecturer	Hujuala Rika Ayu, S.S., M.A. Fithriyah Inda Nur Abida, S.S., M.Pd. Mamik Tri Wedawati, S.S., M.Pd. Ayunita Leliana, S.S., M.Pd.

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 included to the process of writing To implement the first concept (pre-writing) included to the process of writing in paragraph writing	· To indicate the process of writing a paragraph · To select and narrow a topic · To construct ideas		· Lecturing · Discussion Writing Practice 2 X 50			0%
2	To understand the concept of a paragraph structure in paragraph writing	· to show examples of a paragraph · to give examples of the parts of a paragraph to give examples of the best topic sentences		· Lecturing · Discussion Writing Practice 2 X 50			0%

3	To analyze the implementation of paragraph structure concept in paragraph writing	· to give examples of a paragraph's concluding sentence · to give an example of the correct organization of a topic sentence, supporting sentences, and a concluding sentence in a paragraph to give peer editing of a given paragraph		· Lecturing · Discussion Writing Practice 2 X 50			0%
4	· To understand the concept of descriptive paragraphs · To implement adjectives and phrases in writing descriptive paragraphs To implement connecting words and phrases in describing a process	1.· To give examples of adjectives to describe looks or feels 2.· To give examples of connecting words and phrases to describe a process 3.To organize descriptive paragraphs		· Lecturing · Discussion Writing Practice 6 X 50			0%
5	· To understand the concept of descriptive paragraphs · To implement adjectives and phrases in writing descriptive paragraphs To implement connecting words and phrases in describing a process	1.· To give examples of adjectives to describe looks or feels 2.· To give examples of connecting words and phrases to describe a process 3.To organize descriptive paragraphs		· Lecturing · Discussion Writing Practice 6 X 50			0%
6	· To understand the concept of descriptive paragraphs · To implement adjectives and phrases in writing descriptive paragraphs To implement connecting words and phrases in describing a process	1.· To give examples of adjectives to describe looks or feels 2.· To give examples of connecting words and phrases to describe a process 3.To organize descriptive paragraphs		· Lecturing · Discussion Writing Practice 6 X 50			0%
7	To understand the concept of opinion paragraphsTo implement the organization of opinion paragraphs	1.· To distinguish between facts and opinions 2.· To apply capital auxiliaries to introduce opinions 3.· To apply causal adverb for expressing opinions 4.To organize paragraphs expressing opinions and arguments		· Lecturing · Discussion Writing Practice 6 X 50			0%
8	To understand the concept of opinion paragraphsTo implement the organization of opinion paragraphs	1.· To distinguish between facts and opinions 2.· To apply capital auxiliaries to introduce opinions 3.· To apply causal adverb for expressing opinions 4.To organize paragraphs expressing opinions and arguments		· Lecturing · Discussion Writing Practice 6 X 50			0%
9	To understand the concept of opinion paragraphsTo implement the organization of opinion paragraphs	1.· To distinguish between facts and opinions 2.· To apply capital auxiliaries to introduce opinions 3.· To apply causal adverb for expressing opinions 4.To organize paragraphs expressing opinions and arguments		· Lecturing · Discussion Writing Practice 6 X 50			0%
10	To understand the concept of descriptive paragraphs To understand the concept of opinion paragraphs	1.To organize a descriptive paragraph 2.To organize an opinion paragraph		Written test 2 X 50			0%

No	Sub-PO	Indicators		Learning Method			Percentage
11	To understand the concept of comparisonTo understand the concept of contrastTo implement connecting words to compare and contrast topicsTo implement the organization of comparison/contrast paragraphs	1.To apply the comparative and contrastive structure properly 2.To state similarities and differences using 2 different methods 3.To state advantages and disadvantages of given topics		LecturingDiscussionWriting Practice 4 X 50			0%
12	To understand the concept of comparisonTo understand the concept of contrastTo implement connecting words to compare and contrast topicsTo implement the organization of comparison/contrast paragraphs	1.To apply the comparative and contrastive structure properly 2.To state similarities and differences using 2 different methods 3.To state advantages and disadvantages of given topics		LecturingDiscussionWriting Practice 4 X 50			0%
13	· To understand the organization of problem/solution paragraphs · To implement real conditional	1.To apply 3 simple steps to write problems 2.To use particular phrases to link a solution paragraph to a problem paragraph 3.To state strong solutions		LecturingDiscussionWriting Practice 2 X 50			0%
14	· To understand the organization of problem/solution paragraphs · To implement real conditional	1.To apply 3 simple steps to write problems 2.To use particular phrases to link a solution paragraph to a problem paragraph 3.To state strong solutions		LecturingDiscussionWriting Practice 2 X 50			0%
15	· To understand the organization of problem/solution paragraphs · To implement real conditional	1.To apply 3 simple steps to write problems 2.To use particular phrases to link a solution paragraph to a problem paragraph 3.To state strong solutions		LecturingDiscussionWriting Practice 2 X 50			0%
16	· To understand the concept of comparison/contrast paragraphs · To understand the concept of problem/solution paragraphs	1.To organize a comparison/contrast paragraph 2.To organize a problem/solution paragraph		Written test 2 X 50			0%

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.