



**UNIVERSITAS NEGERI SURABAYA
FACULTY OF LANGUAGES AND ART
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

Document Code

LESSON PLAN

Course	Course Code	Course Cluster	Credit (sks)	Semester	Compilation Date
Argumentative Writing	8820303080	Language	3	Even	2020
AUTHORIZATION	Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme
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Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses				
	PLO 1	Demonstrate speaking and writing competence at the level of B2 CEFR.			
	PLO 7	Apply critical thinking and analytic skills in solving problems in English instructions.			
	Course Learning Outcomes (CLO)				
	CLO 1	Internalize values, norms, and ethics which encompass academic integrity, leadership, empathy, respect towards diversity and originality in ideas into their individual or collaborative expository and argumentative essays with the emphasis on the selection of topics and language use.			
	CLO 2	Independently practice the basics of logical, systematic and critical thinking skills in developing content or discussion in addition to being innovative in topic selection to compose communicative essays that meet the criteria of expository and argumentative essays.			
	CLO 3	Write properly structured and organized sentences (thesis statements, topic sentences, supporting sentences, and concluding sentences), paragraphs, and essays which demonstrates CEFR's B2 level of English writing proficiency following the language concepts and patterns of essay development required to write expository and argumentative essays with the emphasis on their ability to communicate the intended purposes.			
	CLO 4	Compose expository and argumentative essays that communicate the intended purposes by incorporating the process of writing, the use of ICT, and principles of unity and coherence in effective, creative and learner – centered learning activities.			
	Lesson Learning Outcomes (LLO)				
	LLO 1	Students are able to explain the basic concepts of written expository and argumentative essays			
	LLO 2	Students are able to analyse the pattern and language features of argumentative essay			
	LLO 3	Students are able to generate a topic for argumentative writing and and formulate an argumentative outline			
LLO 4	Students are able to develop a cause and effect argumentative essay				
LLO 5	Students are able to compose a Comparison and Contrast Essay				

	LLO 6	Students are able to present the argumentative essay (blog)
Brief description of the course	This course is a continuation of Narrative and Descriptive Essay Writing course. In this course, the main purpose is to further improve students' ability in writing essay and help them master expository and argumentative essay writing which encompass practices of critical thinking, writing strategies, the process of writing, and establishing unity and coherence. Accordingly, the general discussion in this course includes inventing ideas and limiting subject of discussion as well as essay structure. To accommodate the achievement of learning outcome, the course is conducted through brief presentations by instructor, discussions that involve both learners and instructor, and practices in the form of essay writing workshops. Integrated into these activities are the in-class assignments, critical reading sessions and peer review activities in addition to extended essays developed outside of class.	
Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. Introduction of Expository and Argumentative Essay Writing 2. Avoiding plagiarism 3. Process of Writing in Expository and Argumentative Essays Writing 4. Patterns of Essay Organization: Exemplification, Process, Cause and Effect, Comparison and Contrast, Classification and Division and Argumentative 	
References	Main reference: <ol style="list-style-type: none"> 1. Bailey, S. (2015). Academic Writing A Handbook for International Students. 2. Mandell, S. R., Kirszner, L. G. (2017). Patterns for College Writing: A Rhetorical Reader and Guide. United States: Bedford/St. Martin's. 3. Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc. Supplementary reading: <ol style="list-style-type: none"> 4. Zemach, D. E., & Ghulldu, L. A. (2011). Writing Essays: from Paragraph to Essay. Macmillan Publishers Limited. 5. Wallwork, A. (2012). English for Academic Research: Writing Exercises. Germany: Springer. 	
Lecturer (s)	Team	
Course requirements	Fulfilling the required passing grade of Descriptive and Narrative Essay Writing	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1-2	Students are able to explain the basic	1. Being able to explain the various patterns of	Spoken	PjBL Phase 1: Start With the Essential Question		1,2,3	5%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	concepts of written argumentative essays	argumentative essays and the stages of argumentative essay writing		“What controversial issues are viral nowadays?” Discussion, question and answer 4x50’			
3	Students are able to analyse the pattern and language features of argumentative essay	<ol style="list-style-type: none"> Being able to analyze argumentative essay Being able to analyze the language features of argumentative essay 	Spoken	Discussion, question and answer 2x50’		1,2, 3	5%
4-5	Students are able to generate a topic for argumentative writing and and formulate an argumentative (cause and effect) outline	<ol style="list-style-type: none"> Being able to generate a topic Being able to formulate an argumentative outline (cause and effect) 	Spoken and written	Discussion, question and answer, presentation 4x50’		1,2,3,4	10%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
6-8	Students are able to develop a cause and effect essay	1. Being able to develop an introduction, body paragraphs, and conclusion of argumentative essay	Written	Discussion, question and answer, presentation 4x50'		1,2,3,4,5	25%
9	Mid-term Test						
10-13	Students are able to compose a Comparison and Contrast Essay	1. Being able to generate a topic 2. Being able to formulate an argumentative outline (comparison and contrast) 3. Being able to develop a Comparison and Contrast Essay	Written	Phase 2: Design a Plan for the project Students will make a group of 4 and design a argumentative essay Phase 3: Create a Schedule Phase 4: Monitor the students and the progress of the project	Phase 4: Monitor the students and the progress of the project	1,2,3,4,5	30%
14-15	Students are able to present the	1. Being able present the	Written and Spoken	Phase 5: Assess the outcome		1,2,3,4,5	25%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	argumentative essay (blog)	argumentative writing 2. Being able to evaluate the writing progress		Students present the project. The class gives suggestions for the group's work. Phase 6: Evaluate the experience The class makes a reflection			
16	Final Test						

➤ **Assessment Blue-print**

Mid-Term

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
Term Exam) 1. Able to select an appropriate topic of discussion for a comparison and contrast essay 2. Able to	Essay	Write a comparison and contrast essay about your life as a university student. 1. Follow the steps of writing the essay from brainstorming, outlining, drafting, and revising before final submission. 2. Write 500 to 650-word comparison and contrast essay according to the completed steps from #1. The essay should consist of the introductory paragraph, body paragraphs (2-3 subjects), and concluding paragraph. 3. Support your topic sentences or assertions or subjects with relevant evidence from research, reading, or personal experiences.	Maximum total score is obtained if the highest score of each aspect in the assessment rubric can be obtained:	100%

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
<p>construct a mind map for the outline of a comparison and contrast essay</p> <p>3. Able to develop an outline of a comparison and contrast essay from the previously made mind map</p> <p>4. Able to develop a draft of a comparison and contrast essay from the previously made outline</p>		<p>4. References should be put in the footnote. Submission format: A4 / margins 3-3-3-3 cm / Arial 12 pt. / double space / name and student number.</p>	<p>1. Content = 30 (excellent) 2. Organization = 20 (excellent) 3. Vocabulary = 20 (excellent) 4. Language Use = 20 (excellent) 5. Mechanic = 5 (excellent)</p>	

Final-Term

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
(End-Term Exam) 1. Able to select an appropriate topic of discussion for an argumentative essay 2. Able to construct a mind map for the outline of an argumentative essay 3. Able to develop an outline of an argumentative essay from the previously made mind map Able to develop a draft of an argumentative essay from the previously made outline	Essay	Write an argumentative essay about your life as a university student. 1. Your essay should have 500 - 1250 words. 2. You must write your essay in the following format: a) Font : Times New Roman (12) b) Line Spacing : Double space c) Paper Size : A4 Margin : Top (4 cm), Left (4 cm), Bottom (3 cm), Right (3 cm)	Maximum total score is obtained if the highest score of each aspect in the assessment rubric can be obtained: 1. Content = 30 (excellent) 2. Organization = 20 (excellent) 3. Vocabulary = 20 (excellent) 4. Language Use = 20 (excellent) 5. Mechanic = 5 (excellent)	100%

➤ **Rubric**

	SCORE	CATEGORY	CRITERIA
CONTENT	30 29 – 27	Excellent Very Good	Knowledgeable-Substantive-Thorough Thesis Development-Relevant To Assigned Topic
	26 – 24 23 – 22	Good Average	Partial Knowledge Of Subject-Adequate Range-Limited Thesis Development-Mostly Relevant To Topic, But Lacks Detail
	21 – 18 17	Fair Poor	Limited Knowledge Of Subject-Little Substance-Inadequate Topic Development
	16 – 13	Very Poor	Does Not Show Knowledge Of Subject-Non Substantive-Not Pertinent-Not Enough To Evaluate
ORGANIZATION	20 19 – 18	Excellent Very Good	Fluent Expression-Ideas Clearly Stated/Supported-Succint-Well Organized-Logical Sequencing-Cohesive
	17 – 16 15 – 14	Good Average	Somewhat Choppy-Loosely Organized But Main Ideas Clear-Limited Support-Logical But Incomplete Sequencing
	13 – 12 11 – 10	Fair Poor	Non Fluent-Ideas Disconnected-Lacks Logical Sequencing And Development
	9 – 7	Very Poor	Does Not Communicate-No Organization-Not Enough To Evaluate
VOCABULARY	20 19 – 18	Excellent Very Good	Sophisticated Range-Effective Vocabulary Choice And Use-Word Form Mastery-Appropriate Register
	17 – 16 15 – 14	Good Average	Adequate Range-Occasional Vocabulary Errors -Meaning Not Obscured
	13 – 11 10	Fair Poor	Limited Range-Frequent Vocabulary Errors-Meaning Obscured
	9 – 7	Very Poor	Essentially Translation-Little Knowledge Of English Vocabulary-Not Enough To Evaluate
LANGUAGE USE	20 19 – 18	Excellent Very Good	Effective Complex Construction-Few Errors
	17 – 16 15 – 14	Good Average	Effective But Simple Construction-Minor Problems In Complex Construction – Several Errors – Meaning Seldom Obscured
	13 – 12 11 – 10	Fair Poor	Major Problems In Construction-Frequent Errors-Meaning Obscured
	9 – 7	Very Poor	No Mastery Of Sentence Construction-Dominated By Errors-Does Not Communicate-Not Enough To Evaluate

MECHANIC	5	Excellent to Very Good	Mastery Of Conventions-Few Errors
	4	Good to Average	Occasional Errors – Meaning Not Obscured
	3	Fair to Poor	Frequent Errors-Poor Handwriting-Meaning Obscured
	2	Very Poor	No Mastery Of Convention-Dominated By Errors-Handwriting Illegible-Not Enough To Evaluate

Catatan :

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Teknik penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. **PB**=Proses Belajar, **PT**=Penugasan Terstruktur, **KM**=Kegiatan Mandiri.

