



**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
Expository and Analytical Writing	8820303273	Language Education	<b>T = 0</b>   <b>P = 3</b>	Even	
<b>AUTHORIZATION</b>	<b>Lesson Plan Developer</b>		<b>Course Cluster Coordinator</b>		<b>Head of Study Programme</b>
	Eva Rahmawati, M.Pd.				Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.
<b>Learning Outcomes (CP)</b>	<b>Programme Learning Outcomes (PLO)-Study Programme imposed on courses</b>				
	PLO 1	Demonstrate Speaking and Writing competence at the level of B2 CEFR			
	PLO 8	Demonstrate the oral and written skills in communicating knowledge about English instructions.			
	<b>Course Learning Outcomes (CLO)</b>				
	CLO 1	Possess knowledge of the concept of expository and analytical essay writing which integrates process of writing, and principles of unity and coherence required for writing English academic essays;			
	CLO 2	Make a right decision in applying the concept of expository and analytical essay writing which integrates process of writing, and principles of unity and coherence required for writing English academic essays;			
	CLO 3	Be responsible in applying all the concept of expository and analytical essay writing which integrates process of writing, and principles of unity and coherence to communicate ideas through written essays at the level of B1 CEFR and making use of learning sources and IT to support the teaching and learning process of expository and analytical essay writing.			
	<b>Lesson Learning Outcomes (LLO)</b>				
	LLO 1	Implementing principles and steps of paraphrasing and summarizing source material			
	LLO 2	Constructing an academic essay based on the organizations of academic essays			
	LLO 3	Understanding the types, functions, language features and organizations of descriptive essays			
	LLO 4	Understanding the types, functions, language features and organizations of narrative essays			
	LLO 5	Understanding the functions, language features, and organization of exemplification essays.			
	LLO 6	Writing an exemplification essay.			
	LLO 7	Understanding the types, functions, language features and organizations of process essays			
LLO 8	Understanding the functions, language features and organizations of classification essays				

	LLO 9	Understanding the functions, language features and organizations of definition essays
	LLO 10	Understanding the functions, language features and organizations of cause and effect essays
	LLO 11	Writing a cause and effect essay
	LLO 12	Understanding the functions, language features and organizations of comparison and contrast essays
	LLO 13	Writing a comparison and contrast essay
<b>Brief description of the course</b>	This course is a continuation of Essential Writing Skills course. In this course, the main purpose is to introduce learners to Essay Writing and help them master the concept of expository and analytical 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 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, analytical reading sessions and peer review activities in addition to extended essays developed outside of class.	
<b>Study Materials: Learning Materials</b>	<ol style="list-style-type: none"> <li>1. Establishing integrity in academic writing: paraphrasing and summarizing</li> <li>2. Introduction to the organization of essay</li> <li>3. Patterns of Essay Development: Descriptive (types, functions, organizations, and language features)</li> <li>4. Patterns of Essay Development: Narrative (types, functions, organizations, and language features)</li> <li>5. Patterns of Essay Development: Exemplification (functions, organizations, and language features)</li> <li>6. Patterns of Essay Development: Process (types, functions, organizations, and language features)</li> <li>7. Patterns of Essay Development: Classification (functions, organizations, and language features)</li> <li>8. Patterns of Essay Development: Definition (functions, organizations, and language features)</li> <li>9. Patterns of Essay Development: Cause and Effect (functions, organizations, and language features)</li> <li>10. Patterns of Essay Development: Comparison and Contrast (functions, organizations, and language features)</li> </ol>	
<b>References</b>	<b>Main reference:</b>	
	<ol style="list-style-type: none"> <li>1. Bailey, S. (2015). <i>Academic Writing A Handbook for International Students</i> (Fourth Edi). Routledge, Taylor and Francis.</li> <li>2. Kirszner, L. G., &amp; Mandell, S. R. (2015). <i>Patterns for College Writing - a Rhetorical Reader and Guide</i> (Brief Edit). Bedford/St. Martin's.</li> <li>3. Zemach, D. E., &amp; Ghulldu, L. A. (2011). <i>Writing Essays: from Paragraph to Essay</i>. Macmillan Publishers Limited.</li> </ol>	
	<b>Supplementary reading:</b>	
	<ol style="list-style-type: none"> <li>4. Oshima, A., &amp; Hogue, A. (2007). <i>Introduction to Academic Writing Level 3 (3rd ed.)</i>. Pearson Education, Inc.</li> </ol>	
<b>Lecturer (s)</b>	Team Expository and Analytical Writing	
<b>Course requirements</b>	Fulfilling the required passing grade of <b>Essential Writing Skills</b> .	

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	Implementing principles and steps of paraphrasing and summarizing source material	To be able to: 1. Identify the principles and steps to paraphrase source material 2. Apply the correct steps and principles of paraphrasing source material 3. Identify the principles and steps to summarize source material 4. Apply the correct steps and principles of summarizing source material	<ul style="list-style-type: none"> <li>observing students' activity</li> <li>Written exercises</li> </ul>	3 x 50 minutes Learning method: <ul style="list-style-type: none"> <li>Lecture</li> <li>Small group discussion</li> <li>Group work</li> </ul> Assignment: <ul style="list-style-type: none"> <li>(group work) paraphrasing and summarizing source material</li> <li>Writing <b>reflective journal</b> about learning and teaching process</li> </ul>	-	1. Establishing integrity in academic writing: paraphrasing and summarizing [1]	1.5%
2	Constructing an academic essay based on the organizations of academic essays	To be able to: 1. Explain the organization of an academic essay 2. Identify the organization of an academic essay	<ul style="list-style-type: none"> <li>Observing students' activity</li> <li>Written exercises</li> </ul>	3 x 50 minutes Learning method: <ul style="list-style-type: none"> <li>Lecture</li> <li>Small group discussion</li> <li>Group work</li> </ul> Assignment:	-	1. Introduction to the organization of essay [2], [3]	1.5%

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)
		3. Apply the correct mechanics in academic writing 4. Identify the language features of academic essays 5. Apply the correct language features of academic essays		<ul style="list-style-type: none"> <li>(group work) Rearranging a jumbled essay</li> <li>Reviewing and revising the language and mechanics of an academic essay</li> <li>Writing <b>reflective journal</b> about learning and teaching process</li> </ul>			
3	Understanding the types, functions, language features and organizations of descriptive essays	To be able to: 1. Identify various types, functions, language features, and organization of descriptive essays 2. Complete a descriptive essay using the correct parts based on its organization and function 3. Apply the correct language features and mechanics of descriptive essays	<ul style="list-style-type: none"> <li>Observing students' activity</li> <li>Written exercises</li> </ul>	3 x 50 minutes Learning method: <ul style="list-style-type: none"> <li>Lecture</li> <li>Small group discussion</li> <li>Group work</li> </ul> Assignment: <ul style="list-style-type: none"> <li>Completing a descriptive essay with the proper thesis statement</li> <li>Reviewing and revising errors in punctuations and language use in a descriptive essay</li> </ul>	-	1. Patterns of Essay Development: Descriptive (types, functions, organizations, and language features) [2]	1.5%

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)
				<ul style="list-style-type: none"> <li>Writing <b>reflective journal</b> about learning and teaching process</li> </ul>			
4	Understanding the types, functions, language features and organizations of narrative essays	<p>To be able to:</p> <ol style="list-style-type: none"> <li>Identify various types, functions, language features, and organization of narrative essays</li> <li>Complete a narrative essay using the correct parts based on its organization and function</li> <li>Apply the correct language features and mechanics of narrative essays</li> </ol>	<ul style="list-style-type: none"> <li>Observing students' activity</li> <li>Written exercises</li> </ul>	<p>3 x 50 minutes</p> <p>Learning method:</p> <ul style="list-style-type: none"> <li>Lecture</li> <li>Small group discussion</li> <li>Group work</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>Completing a narrative essay with the proper parts of narrative essays</li> <li>Writing <b>reflective journal</b> about learning and teaching process</li> </ul>	-	<ol style="list-style-type: none"> <li>Patterns of Essay Development: Narrative (types, functions, organizations, and language features) [2]</li> </ol>	1.5%
5	Understanding the functions, language features, and organization of exemplification essays.	<p>To be able to:</p> <ol style="list-style-type: none"> <li>Identify functions, language features, and organization of exemplification essays</li> </ol>	<ul style="list-style-type: none"> <li>Observing students' activity</li> <li>Written exercises</li> </ul>	<p>3 x 50 minutes</p> <p>Learning method:</p> <ul style="list-style-type: none"> <li>Lecture</li> <li>Small group discussion</li> <li>Group work</li> </ul> <p>Assignment:</p>	-	<ol style="list-style-type: none"> <li>Patterns of Essay Development: Exemplification (functions, organizations, and language features) [2]</li> </ol>	1.5%

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)
		2. Complete an exemplification essay using the correct parts based on its organization and function 3. Identify the correct language features of exemplification essays		<ul style="list-style-type: none"> <li>Completing an exemplification essay with the proper parts based on its organization and function</li> <li>Underlining conjunctions and other language features commonly found in exemplification essays</li> </ul>			
6	Writing an exemplification essay	To be able to: 1. Determine proper main topic for an exemplification essay 2. Develop the main topic to construct an exemplification essay outline 3. Cluster the ideas following the pattern of organization belongs to	<ul style="list-style-type: none"> <li>Observing students' activity</li> <li>Written project</li> </ul>	3 x 50 minutes <ul style="list-style-type: none"> <li>Lecture</li> <li>Individual work: planning stage of process of writing</li> </ul> Assignment: <ul style="list-style-type: none"> <li>Planning stage of process of writing: brainstorming for ideas and outlining an exemplification essay</li> </ul>	-		1.5%

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)
		exemplification essay					
7		<p>To be able to:</p> <ol style="list-style-type: none"> <li>1. Develop outline into a draft of exemplification essay</li> <li>2. Employ procedure of self-review on the drafts</li> <li>3. Employ procedure of peer-review on the drafts</li> <li>4. Employ the editing and revising procedure to edit and revise the drafts of exemplification essay based on the results of self and peer reviews</li> </ol>	<ul style="list-style-type: none"> <li>• Observing students' activity</li> <li>• Written project</li> </ul>	-	<p>3 x 50 minutes (via LMS)</p> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• (Individual work) Drafting stage &amp; reviewing stage</li> <li>• Self-review</li> <li>• Peer-review</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Individual work: drafting exemplification essay</li> <li>• Individual work: reviewing and revising (self-review) the exemplification essay prior to peer review process</li> <li>• Pair work: reviewing and revising the exemplification essay prior to submission.</li> <li>• Writing a <b>reflective journal</b> about learning and teaching process</li> </ul>		1.5%
8							20%

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)
(MID TERM)							
9	Understanding the types, functions, language features and organizations of process essays	To be able to: 1. Identify types, functions, language features, and organization of process essays 2. Complete a process essay using the correct parts based on its organization and function 3. Apply the correct language features and mechanics of process essays	<ul style="list-style-type: none"> <li>Observing students' activity</li> <li>Written exercises</li> </ul>	3 x 50 minutes Learning method: <ul style="list-style-type: none"> <li>Lecture</li> <li>Small group discussion</li> <li>Group work</li> </ul> Assignment: <ul style="list-style-type: none"> <li>Completing a process essay with the proper thesis statement</li> <li>Reviewing and revising errors in punctuations and language use in a process essay</li> <li>Writing <b>reflective journal</b> about learning and teaching process</li> </ul>	-	1. Patterns of Essay Development: Process (types, functions, organizations, and language features) [2]	1.5%
10	Understanding the functions, language features and organizations of classification essays	To be able to: 1. Identify the functions, language features, and organization of classification essays	<ul style="list-style-type: none"> <li>Observing students' activity</li> <li>Written exercises</li> </ul>	3 x 50 minutes Learning method: <ul style="list-style-type: none"> <li>Lecture</li> <li>Small group discussion</li> <li>Group work</li> </ul> Assignment:	-	1. Patterns of Essay Development: Classification (functions, organizations, and language features) [2]	1.5%



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)
		2. Complete a classification essay using the correct parts based on its organization and function 3. Apply the correct language features and mechanics of classification essays		<ul style="list-style-type: none"> <li>Completing a classification essay with the proper thesis statement</li> <li>Reviewing and revising errors in punctuations and language use in a classification essay</li> <li>Writing <b>reflective journal</b> about learning and teaching process</li> </ul>			
11	Understanding the functions, language features and organizations of definition essays	To be able to: 1. Identify the functions, language features, and organization of definition essays 2. Complete a definition essay using the correct parts based on its organization and function 3. Apply the correct language features	<ul style="list-style-type: none"> <li>Observing students' activity</li> <li>Written exercises</li> </ul>	3 x 50 minutes Learning method: <ul style="list-style-type: none"> <li>Lecture</li> <li>Small group discussion</li> <li>Group work</li> </ul> Assignment: <ul style="list-style-type: none"> <li>Completing a definition essay with the proper thesis statement</li> <li>Reviewing and revising errors in punctuations and language use in a definition essay</li> </ul>	-	1. Patterns of Essay Development: Definition (functions, organizations, and language features) [2]	1.5%

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)
		and mechanics of definition essays		<ul style="list-style-type: none"> <li>Writing <b>reflective journal</b> about learning and teaching process</li> </ul>			
12	Understanding the functions, language features and organizations of cause and effect essays	<p>To be able to:</p> <ol style="list-style-type: none"> <li>Identify functions, language features, and organization of cause and effect essays</li> <li>Complete a cause and effect essay using the correct parts based on its organization and function</li> <li>Identify the correct language features of cause and effect essays</li> </ol>	<ul style="list-style-type: none"> <li>Observing students' activity</li> <li>Written project</li> </ul>	<p>3 x 50 minutes</p> <p>Learning method:</p> <ul style="list-style-type: none"> <li>Lecture</li> <li>Small group discussion</li> <li>Group work</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>Completing a cause and effect essay with the proper parts based on its organization and function</li> <li>Underlining conjunctions and other language features commonly found in cause and effect essays</li> </ul>	-	<ol style="list-style-type: none"> <li>Patterns of Essay Development: Cause and Effect (functions, organizations, and language features) [2]</li> </ol>	1.5%
13	Writing a cause and effect essay	<p>To be able to:</p> <ol style="list-style-type: none"> <li>Determine proper main topic for a cause and effect essay</li> <li>Develop the main topic to construct</li> </ol>	<ul style="list-style-type: none"> <li>Observing students' activity</li> <li>Written project</li> </ul>	-	<p>3 x 50 minutes</p> <ul style="list-style-type: none"> <li>Lecture</li> <li>Individual work: planning stage of process of writing; drafting stage; &amp; reviewing stage</li> </ul>		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)
		<p>a cause and effect essay outline</p> <p>3. Cluster the ideas following the pattern of organization belongs to cause and effect essays</p> <p>4. Develop outline into a draft of cause and effect essay</p> <p>5. Employ procedure of self-review on the drafts</p> <p>6. Employ procedure of peer-review on the drafts</p> <p>7. Employ the editing and revising procedure to edit and revise the drafts of cause and effect essay based on the</p>			<ul style="list-style-type: none"> <li>• Self-review</li> <li>• Peer-review</li> </ul> <p>Assignment: Individual work</p> <ul style="list-style-type: none"> <li>• Planning stage of process of writing: brainstorming for ideas and outlining a cause and effect essay</li> <li>• drafting a cause and effect essay</li> <li>• reviewing and revising (self-review) the cause and effect essay prior to peer review process</li> <li>• Pair work: reviewing and revising the cause and effect essay prior to submission.</li> <li>• Writing a <b>reflective journal</b> about learning and teaching process</li> </ul>		

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)
		results of self and peer reviews					
14	Understanding the functions, language features and organizations of comparison and contrast essays	To be able to: 1. Identify functions, language features, and organization of comparison and contrast essays 2. Complete a comparison and contrast essay using the correct parts based on its organization and function 3. Identify the correct language features of comparison and contrast essays	<ul style="list-style-type: none"> <li>Observing students' activity</li> <li>Written project</li> </ul>	3 x 50 minutes Learning method: <ul style="list-style-type: none"> <li>Lecture</li> <li>Small group discussion</li> <li>Group work</li> </ul> Assignment: <ul style="list-style-type: none"> <li>Completing a comparison and contrast essay with the proper parts based on its organization and function</li> <li>Underlining conjunctions and other language features commonly found in comparison and contrast essays</li> </ul>	-	1. Patterns of Essay Development: Comparison and Contrast (functions, organizations, and language features) [2]	1.5%
15	Writing a comparison and contrast essay	To be able to: 1. Determine proper main topic for a comparison and contrast essay	<ul style="list-style-type: none"> <li>Observing students' activity</li> <li>Written project</li> </ul>	-	3 x 50 minutes <ul style="list-style-type: none"> <li>Lecture</li> <li>Individual work: planning stage of process of writing;</li> </ul>		1.5%

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)
		2. Develop the main topic to construct a comparison and contrast essay outline 3. Cluster the ideas following the pattern of organization belongs to comparison and contrast essays 4. Develop outline into a draft of comparison and contrast essay 5. Employ procedure of self-review on the drafts 6. Employ procedure of peer-review on the drafts 7. Employ the editing and revising procedure to edit and revise the			drafting stage; & reviewing stage <ul style="list-style-type: none"> <li>• Self-review</li> <li>• Peer-review</li> </ul> Assignment: Individual work <ul style="list-style-type: none"> <li>• Planning stage of process of writing: brainstorming for ideas and outlining a comparison and contrast essay</li> <li>• drafting a comparison and contrast essay</li> <li>• reviewing and revising (self-review) the comparison and contrast essay prior to peer review process</li> <li>• Pair work: reviewing and revising the comparison and contrast essay prior to submission.</li> <li>• Writing a <b>reflective journal</b> about learning and teaching process</li> </ul>		



➤ **Assessment Blue-print**

**Mid-Term**

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
<p>To be able to:</p> <ol style="list-style-type: none"> <li>Determine proper main topic for an exemplification essay</li> <li>Develop the main topic to construct an exemplification essay outline</li> <li>Cluster the ideas following the pattern of organization belongs to exemplification essay</li> <li>Develop outline into a draft of exemplification essay</li> <li>Employ procedure of self-review on the drafts</li> <li>Employ procedure of peer-review on the drafts</li> <li>Employ the editing and revising procedure to edit and revise the drafts of exemplification essay based on the results of self and peer reviews</li> </ol>	<ul style="list-style-type: none"> <li>Observation</li> <li>Written assignment</li> </ul>	<p><b>Instruction:</b> Choose one of the following prompts:</p> <ol style="list-style-type: none"> <li>Technology impact on academic dishonesty.</li> <li>Anti- sexual harassment unit in university- is it effective?</li> <li>Does grade point average (GPA) actually represent a student’s academic achievement?</li> <li>Feedback that is actually constructive and helpful.</li> </ol> <p>Write an essay about your selected prompt and support your thesis statement with logical examples. For this essay, you need to make sure:</p> <ol style="list-style-type: none"> <li>to use the correct pattern of essay organization.</li> <li>to have one thesis statement with a clear controlling idea.</li> <li>to have one topic sentence with a clear controlling idea in each body paragraph.</li> <li>to include examples to support your thesis statement</li> <li>to include only relevant ideas.</li> <li>that you use proper grammar and vocabulary.</li> <li>that your essay does not exceed 500 words.</li> </ol> <p>You have 2 weeks to complete this assignment.</p>	Holistic rubric	20%

**Final-Term**

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
<p>To be able to:</p> <ol style="list-style-type: none"> <li>Determine proper main topic for a comparison and contrast essay</li> </ol>	<ul style="list-style-type: none"> <li>Observation</li> <li>Written project</li> </ul>	<p><b>Instruction:</b> Choose one of the following topics:</p> <ol style="list-style-type: none"> <li>ways to improve students’ soft skills</li> <li>scholarships programs for undergraduate students</li> </ol>	Holistic rubric	30%

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
2. Develop the main topic to construct a comparison and contrast essay outline 3. Cluster the ideas following the pattern of organization belongs to comparison and contrast essays 4. Develop outline into a draft of comparison and contrast essay 5. Employ procedure of self-review on the drafts 6. Employ procedure of peer-review on the drafts 7. Employ the editing and revising procedure to edit and revise the drafts of comparison and contrast essay based on the results of self and peer reviews	<ul style="list-style-type: none"> <li>presentation</li> </ul>	3. internship programs for undergraduate students 4. MBKM courses  Write an essay about your selected topic and support your thesis statement with logical supporting ideas. For this essay, you need to make sure: <ol style="list-style-type: none"> <li>to use the correct pattern of essay organization.</li> <li>to have one thesis statement with a clear controlling idea.</li> <li>to have one topic sentence with a clear controlling idea in each body paragraph.</li> <li>to elaborate similarities and or differences of two objects discussed in your essay</li> <li>to include only relevant ideas.</li> <li>that you use proper grammar and vocabulary.</li> <li>that your essay does not exceed 1000 words.</li> </ol> You have 2 weeks to complete this assignment		

➤ **Rubric**

	SCORE	CATEGORY	CRITERIA
CONTENT	30	Excellent	Knowledgeable-Substantive-Thorough Thesis Development-Relevant To Assigned Topic
	29 – 27	Very Good	
	26 – 24	Good	Partial Knowledge Of Subject-Adequate Range-Limited Thesis Development-Mostly Relevant To Topic, But Lacks Detail
	23 – 22	Average	
	21 – 18	Fair	Limited Knowledge Of Subject-Little Substance-Inadequate Topic Development
	17	Poor	
	16 – 13	Very Poor	Does Not Show Knowledge Of Subject-Non Substantive-Not Pertinent-Not Enough To Evaluate
ORGANIZATION	20	Excellent	Fluent Expression-Ideas Clearly Stated/Supported-Succint-Well Organized-Logical Sequencing-Cohesive
	19 – 18	Very Good	



	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

Surabaya,

Mengetahui,  
Koordinator Program Studi Pendidikan Bahasa Inggris Unesa



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Sample of Students' Reflective Journals

Sample 1

<b>STUDENT'S REFLECTIVE JOURNAL</b>		
<b>Course</b> : Expository and Analytical Writing <b>Lecturer</b> : Eva Rahmawati, S.Pd., MLPd. <b>Class</b> : 22I <b>Meeting</b> : 1 (Avoiding Plagiarism: Paraphrasing and Summarizing) <b>Student's Name</b> : Yuan Maria Agustina Ado (180)		
Stage	Probing questions	Student's Reflective Note
Context	<ul style="list-style-type: none"> <li>• What was the main topic of discussion?</li> <li>• what were the activities, quizzes, and exams that the class had?</li> </ul>	<ul style="list-style-type: none"> <li>• Paraphrasing and Summarizing</li> <li>• Questions and Answer, Discussion, and Home Work</li> </ul>
Action	<ul style="list-style-type: none"> <li>• What did I do during the meeting(s)?</li> <li>• Why did I choose to do this?</li> <li>• What else happened during the meeting(s)?</li> <li>• What other actions could I have chosen to help my learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Focus and Listen while the lecture explains</li> <li>• Because I want to learn something new and get high score on the final exam</li> </ul>
Results	<ul style="list-style-type: none"> <li>• Did I accomplish what I wanted (in terms of learning)?</li> <li>• Did my actions help me accomplish what I wanted in the way I expected?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes I do</li> <li>• Yes of course</li> </ul>

	<ul style="list-style-type: none"> <li>• What are the implications of my actions on my learning progress in the future?</li> <li>• Could different actions have given me the same result?</li> <li>• Is there a way I could improve my learning?</li> </ul>	
Learning	<ul style="list-style-type: none"> <li>• What did I learn from the experience?</li> <li>• Would I do the same thing again or would I change something?</li> <li>• What should I do next time I'm in a similar experience?</li> <li>• Should I change anything about the way I do things? What changes do I plan to make?</li> </ul>	<ul style="list-style-type: none"> <li>• I learn something new that I have not learned before about paraphrasing and summarizing. Now, I know that if we want to write something, we could not do random copy-paste. There are rules in everything we do.</li> <li>• Start from now, I should try to write and more pay attention about paraphrasing and summarizing.</li> </ul>

Sample 2

<b>STUDENT'S REFLECTIVE JOURNAL</b>		
<b>Course : Expository and Analytical Writing</b>		
<b>Lecturer : Eva Rahmawati, S.Pd., MLPd.</b>		
<b>Class : 2022 I</b>		
<b>Meeting : 1 (Avoiding Plagiarism: Paraphrasing and Summarizing)</b>		
<b>Student's Name : Fithrotul fimaratih</b>		
<b>Stage</b>	<b>Probing questions</b>	<b>Student's Reflective Note</b>
Context	<ul style="list-style-type: none"><li>• What was the main topic of discussion?</li><li>• what were the activities, quizzes, and exams that the class had?</li></ul>	<ul style="list-style-type: none"><li>• Avoiding plagiarism</li><li>• Paraphrase and summarize</li></ul>
Action	<ul style="list-style-type: none"><li>• What did I do during the meeting(s)?</li><li>• Why did I choose to do this?</li><li>• What else happened during the meeting(s)?</li><li>• What other actions could I have chosen to help my learning?</li></ul>	<ul style="list-style-type: none"><li>• Focus and listen explain about the topic</li><li>• To understand the topic</li><li>• Question and answer</li><li>• Be an active student</li></ul>
Results	<ul style="list-style-type: none"><li>• Did I accomplish what I wanted (in terms of learning)?</li><li>• Did my actions help me accomplish what I wanted in the way I expected?</li></ul>	<ul style="list-style-type: none"><li>• Yes, now I mor understand about that</li><li>•</li></ul>

	<ul style="list-style-type: none"> <li>• What are the implications of my actions on my learning progress in the future?</li> <li>• Could different actions have given me the same result?</li> <li>• Is there a way I could improve my learning?</li> </ul>	
Learning	<ul style="list-style-type: none"> <li>• What did I learn from the experience?</li> <li>• Would I do the same thing again or would I change something?</li> <li>• What should I do next time I'm in a similar experience?</li> <li>• Should I change anything about the way I do things? What changes do I plan to make?</li> </ul>	<ul style="list-style-type: none"> <li>• I get more experience To now to about how to avoiding plagiarism,how to paraphrase and summarize</li> </ul>