

Module/Course Handbook

Paper writing					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8820302150	78.4	3.18 ECTS	Odd	28 CU	14 Meetings
1	Types of courses a) Direct meeting b) Structured work c) Self-study	Contact hours 3.6	Independent Study 2 hours	Class size 20 students	
2	Prerequisites for participation (if applicable) None				
3	Learning outcomes PLO <ol style="list-style-type: none"> 1. Demonstrate speaking and writing competence at the level of B2 CEFR 3. Implement the concepts of applied linguistics in English learning. 8. Demonstrate the oral and written skills in communicating knowledge 9. about English instructions. 9. Participate in life-long education, professional development and update of technology development. 10. Demonstrate skills in leadership and collaboration. 11. Demonstrate awareness of academic values, ethics and norms. 12. Show the characters of religious, smart, independent, honest, caring and strong. CLO <ol style="list-style-type: none"> 1. Being able to master the concepts, principles, and regulations of writing scientific paper. 2. Being able to write a coherent, unified, and scientific paper using acceptable language rules and rules of writing scientific paper and having content rich. 3. Being able to communicate in written form effectively, emphatically, and politely. 4. Being able to make use of ICT to get as many references as possible for supporting and making the paper scientific. 				
4	Subject aims/Content This subject discusses the basic concepts and the steps on how to write a coherent, unified, and scientific paper using acceptable language rules and rules of writing scientific paper and having content rich. The lecture is initiated with explanations on kinds and organization of paper (i.e. conceptual and research based paper), writing quotations, paraphrase, and summary, and				

	<p>also writing references. The following lectures are then more focused on writing conceptual paper and the steps of how to write it, start from writing a title, developing an introduction, making an outline for paper body, developing paper body, developing result and discussion, until writing conclusion, references, and abstract. All teaching-learning activities are conducted through consultation (conference) with the lecturer. While the learning method employed during the whole semester is Self-Directed Learning.</p>																				
5	<p>Teaching methods Lectures, Discussions, Practice</p>																				
6	<p>Assessment methods A student is competent when he/she passes the exams with minimum score 56, which include Mid Term (UTS), Final Term (UAS), Structured work (T), and participation (P).</p> <p>The Final Score (NA) is calculated using the following formula: $NA = \frac{(2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)}{10}$ </p> <p>The score conversion 0-100 to scale 0-4 is according to the following table:</p> <table border="1"> <thead> <tr> <th>Letter Scale</th> <th>Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4.00 85 ≤ A < 100</td> </tr> <tr> <td>A-</td> <td>3.75 80 ≤ A- < 85</td> </tr> <tr> <td>B+</td> <td>3.50 75 ≤ B+ < 80</td> </tr> <tr> <td>B</td> <td>3.00 70 ≤ B < 75</td> </tr> <tr> <td>B-</td> <td>2.75 65 ≤ B- < 70</td> </tr> <tr> <td>C+</td> <td>2.50 60 ≤ C+ < 65</td> </tr> <tr> <td>C</td> <td>2.00 55 ≤ C < 60</td> </tr> <tr> <td>D</td> <td>1.00 40 ≤ D < 55</td> </tr> <tr> <td>E</td> <td>0.00 0 ≤ E < 40</td> </tr> </tbody> </table>	Letter Scale	Interval	A	4.00 85 ≤ A < 100	A-	3.75 80 ≤ A- < 85	B+	3.50 75 ≤ B+ < 80	B	3.00 70 ≤ B < 75	B-	2.75 65 ≤ B- < 70	C+	2.50 60 ≤ C+ < 65	C	2.00 55 ≤ C < 60	D	1.00 40 ≤ D < 55	E	0.00 0 ≤ E < 40
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7	<p>This module/course is used in the following study programme/s as well None</p>																				
8	<p>Module Coordinator Prof. Dr. Lies Amin Lestari, M.A. Nur Chakim, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd.</p>																				
9	<p>References</p> <ol style="list-style-type: none"> 1. Bailey, S. (2011). <i>Academic Writing: A Handbook for International Students</i> (Third ed.). London: Routledge. 																				

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| | <ol style="list-style-type: none"><li data-bbox="363 191 1433 275">2. Coe, Norman., et.al. 1986. <i>Writing Skills</i>. London: Cambridge University Press.<li data-bbox="363 275 1433 359">3. Kiszner, Laurie G. dan Stephen R. Mandell. 1983. <i>Patterns for College Writing: A Rhetorical Reader and Guide</i>. New York: St. Martin's.<li data-bbox="363 359 1433 464">4. Oshima, Alice and Hogue, Ann. 1999. <i>Writing Academic English</i>. New York: Longman. |
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