

Module/Course Handbook

Descriptive and Narrative Writing					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8820302044	78.4	3.18 ECTS	Odd	28 CU	14 Meetings
1	<b>Types of courses</b> a) Direct meeting b) Structured work c) Self-study	<b>Contact hours</b> 3.6	<b>Independent Study</b> 2 hours	<b>Class size</b> 15 students	
2	<b>Prerequisites for participation (if applicable)</b> None				
3	<b>Learning outcomes</b> <b>PLO</b> <ol style="list-style-type: none"> <li>Demonstrate speaking and writing competence at the level of B2 CEFR</li> <li>Demonstrate the oral and written skills in communicating knowledge about English instructions.</li> </ol> <b>CLO</b> <ol style="list-style-type: none"> <li>Possessing knowledge of the process of writing, essay structure and principles of unity and coherence required for Descriptive and Narrative Essay Writing ;</li> <li>Making use of learning sources and IT to support the teaching and learning process of Descriptive and Narrative Essay Writing which integrates the process of writing, essay structure and principles of unity and coherence ;</li> <li>Being able to make a right decision in applying the concept of the process of writing, essay structure, and principles of unity and coherence required for Descriptive and Narrative Essay Writing ;</li> <li>Being responsible in applying all the concept of the process of writing, essay structure, and principles of unity and coherence to communicate ideas through written Descriptive and Narrative Essay ;</li> </ol>				
4	<b>Subject aims/Content</b> This course is a continuation of paragraph writing course and is designed to help its participants master the concept of descriptive and narrative 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 lecturer's presentation, class discussion, and writing practices with the aid of IT and various kinds of useful teaching media. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.																				
5	<b>Teaching methods</b> Lectures, Discussions, Practice																				
6	<p><b>Assessment methods</b></p> <p>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:  <math display="block">NA = \frac{(2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)}{10}</math></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 &lt; 100</td> </tr> <tr> <td>A-</td> <td>3.75 80 ≤ A- &lt; 85</td> </tr> <tr> <td>B+</td> <td>3.50 75 ≤ B+ &lt; 80</td> </tr> <tr> <td>B</td> <td>3.00 70 ≤ B &lt; 75</td> </tr> <tr> <td>B-</td> <td>2.75 65 ≤ B- &lt; 70</td> </tr> <tr> <td>C+</td> <td>2.50 60 ≤ C+ &lt; 65</td> </tr> <tr> <td>C</td> <td>2.00 55 ≤ C &lt; 60</td> </tr> <tr> <td>D</td> <td>1.00 40 ≤ D &lt; 55</td> </tr> <tr> <td>E</td> <td>0.00 0 ≤ E &lt; 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	<b>This module/course is used in the following study programme/s as well</b> None																				
8	<b>Module Coordinator</b> Zainul Aminin, M.Pd. Anis Trisusana, S.S., M.Pd. Eva Rahmawati, S.Pd., M.Pd. Sumarniningsih, S.Pd. M.Pd																				
9	<p><b>References</b></p> <ol style="list-style-type: none"> <li>1. Coe, Normanetal. 1986. Writing Skills. London: Cambridge University Press.</li> <li>2. Derewianka, Beverly. 1995. Exploring How Text Work. NSW Australia: Primary English Teaching Association.</li> <li>3. Oshima, Alice and Ann Hogue. 1999. Writing Academic English. New York: Longman.</li> </ol>																				

	4. Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.
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