



UNESA
Universitas Negeri Surabaya

Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Study Program

Document Code

Lesson Plan

COURSE	Code	Cluster	Credits	Semester	Compilation Date
Expository and Argumentative Writing	8820303080	Language	3	Even	2020
AUTHORIZATION	Lesson Plan Developer		Coordinator		Head of Study Program
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Program Learning Outcome (PLO)	PLO				
	PLO1	Demonstrate speaking and writing competence at the level of B2 CEFR.			
	PLO7	Apply critical thinking and analytic skills in solving problems in English instructions.			
	Course Learning Outcome (CLO)				
	CLO1	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.			
	CLO2	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.			
	CLO3	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.			
	CLO4	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.			
Course Description	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.				

Learning Materials/ Topics	<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	Primary	<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. 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)	Zainul Aminin, S.Pd., M.Pd. Suvi Akhiriyah, S.Pd., M.Pd. Retno Wulan Dari, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd. Sueb, S.Pd., M.Pd	
Prerequisite	Fulfilling the required passing grade of Descriptive and Narrative Essay Writing	

1. Teaching and Learning Process

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources /Media	Time Allotment	Learning Experience
1	1. Students are able to Explain the basic concepts of written expository and argumentative essays	<ol style="list-style-type: none"> 1. Able to explain the various patterns of expository and argumentative essays 2. Able to explain the general purposes of expository and argumentative essays 	the general concepts of expository and argumentative essays	Discussion, lecture	2	3x50'	<ol style="list-style-type: none"> 1. Listening to a lecture on the general concepts of expository and argumentative essays 2. Taking part in a class discussion on the general concepts of expository and argumentative essays 3. Taking a quiz on the general concepts of expository and argumentative essays
	2. Students are able to rephrase sentences following the concepts of paraphrasing	<ol style="list-style-type: none"> 1. Able to list the steps of paraphrasing a sentence 2. Able to select the proper combination of paraphrasing steps to rephrase a sentence 	Avoiding plagiarism: paraphrasing	Discussion, lecture, assignment	1, 5		<ol style="list-style-type: none"> 1. Listening to a lecture with the topic: paraphrasing to avoid plagiarism 2. Taking part in a class discussion with the topic: paraphrasing to avoid plagiarism 3. Working in a group to paraphrase some selected sentences

		3. Able to apply the rules in the selected combination of paraphrasing steps					
2	Students are able to explain the basic concepts in the process of writing	<ol style="list-style-type: none"> 1. Able to define the process of writing 2. Able to list the stages in the process of writing 3. Able to define the stages in the process of writing 4. Able to describe the purpose of each stage in the process of writing 	the process of writing	Discussion, lecture	3,4	3x50'	<ol style="list-style-type: none"> 1. Listening to a lecture on the general concepts of the process of writing 2. Taking part in a class discussion on the general concepts of the process of writing 3. Taking a quiz on the general concepts of the process of writing
3	Students are able to explain the basic concepts of Exemplification Essays	<ol style="list-style-type: none"> 1. Able to explain various purposes of exemplification essays 2. Able to explain the patterns of development of exemplification essays 3. Able to explain the language features of exemplification essays 4. Able to describe the steps needed to compose an exemplification essay 	Pattern of essay development: exemplification essays	Discussion, lecture	2	3x50'	<ol style="list-style-type: none"> 1. Listening to a lecture on the general concepts of exemplification essays 2. Taking part in a class discussion on the general concepts of exemplification essays 3. Taking a quiz on the general concepts of exemplification essays
4	Students are able to explain the basic concepts of Process Essays	<ol style="list-style-type: none"> 1. Able to explain various purposes of process essays 2. Able to explain the patterns of development of process essays 3. Able to explain the language features of process essays 4. Able to describe the steps needed to compose a process essay 	Pattern of essay development: process essays	Discussion, lecture	2	3x50'	<ol style="list-style-type: none"> 1. Listening to a lecture on the general concepts of process essays 2. Taking part in a class discussion on the general concepts of process essays 3. Taking a quiz on the general concepts of process essays
5	Students are able to explain the basic concepts of Cause and Effect Essays	<ol style="list-style-type: none"> 1. Able to explain various purposes of cause and effect essays 2. Able to explain the patterns 	Pattern of essay development: cause and effect essays	Discussion, lecture	2	3x50'	<ol style="list-style-type: none"> 1. Listening to a lecture on the general concepts of cause and effect essays

		<p>of development of cause and effect essays</p> <ol style="list-style-type: none"> 3. Able to explain the language features of cause and effect essays 4. Able to describe the steps needed to compose a cause and effect essay 					<ol style="list-style-type: none"> 2. Taking part in a class discussion on the general concepts of cause and effect essays 3. Taking a quiz on the general concepts of cause and effect essays
6	Students are able to Compose a Cause and Effect Essay	<ol style="list-style-type: none"> 1. Able to select an appropriate topic of discussion for a cause and effect essay 2. Able to construct a mind map for the outline of a cause and effect essay 3. Able to develop an outline of a cause and effect essay from the previously made mind map 4. Able to develop a draft of a cause and effect essay from the previously made outline 	Pattern of essay development: cause and effect essays	Discussion, lecture, assignment	2, 4, 5	3x50'	<ol style="list-style-type: none"> 1. Listening to a brief review of theory about cause and effect essays 2. Taking part in a discussion about the frequently asked questions about cause and effect essays 3. Brainstorming for a topic of discussion for a cause and effect essay 4. Constructing a mind map for a cause and effect essay 5. Developing an outline of a cause and effect essay from the previously written mind map 6. developing drafts of a cause and effect essay from the previously written outline
7	Students are able to explain the basic concepts of Comparison and Contrast Essays	<ol style="list-style-type: none"> 1. Able to explain various purposes of comparison and contrast essays 2. Able to explain the patterns of development of comparison and contrast essays 3. Able to explain the language features of comparison and contrast essays 4. Able to describe the steps needed to compose a comparison and contrast essay 	Pattern of essay development: comparison and contrast essays	Discussion, lecture	2	3x50'	<ol style="list-style-type: none"> 1. Listening to a lecture on the general concepts of comparison and contrast essays 2. Taking part in a class discussion on the general concepts of comparison and contrast essays 3. Taking a quiz on the general concepts of comparison and contrast essays

8	Students are able to compose a Comparison and Contrast Essay	<ol style="list-style-type: none"> 1. Able to select an appropriate topic of discussion for a comparison and contrast essay 2. Able to construct a mind map for the outline of a comparison and contrast essay 3. Able to develop an outline of a comparison and contrast essay from the previously made mind map 4. Able to develop a draft of a comparison and contrast essay from the previously made outline 	Pattern of essay development: comparison and contrast essays	Discussion, lecture, assignment	2, 4, 5	3x50'	<ol style="list-style-type: none"> 1. Listening to a brief review of theory about comparison and contrast essays 2. Taking part in a discussion about the frequently asked questions about comparison and contrast essays 3. Brainstorming for a topic of discussion for a comparison and contrast essay 4. Constructing a mind map for a comparison and contrast essay 5. Developing an outline of a comparison and contrast essay from the previously written mind map 6. developing drafts of a comparison and contrast essay from the previously written outline
9	Mid-Term Test						
10	Students are able to explain the basic concepts of Classification Essays	<ol style="list-style-type: none"> 1. Able to explain various purposes of classification essays 2. Able to explain the patterns of development of classification essays 3. Able to explain the language features of classification essays 4. Able to describe the steps needed to compose a classification essay 	Pattern of essay development: classification essays	Discussion, lecture	2	3x50'	<ol style="list-style-type: none"> 1. Listening to a lecture on the general concepts of classification essays 2. Taking part in a class discussion on the general concepts of classification essays 3. Taking a quiz on the general concepts of classification essays
11	Students are able to explain the basic concepts of Definition Essays	<ol style="list-style-type: none"> 1. Able to explain various purposes of definition essays 2. Able to explain the patterns of development of definition essays 3. Able to explain the language features of definition essays 4. Able to describe the steps needed to compose a definition essay 	Pattern of essay development: definition essays	Discussion, lecture	2	3x50'	<ol style="list-style-type: none"> 1. Listening to a lecture on the general concepts of definition essays 2. Taking part in a class discussion on the general concepts of definition essays 3. Taking a quiz on the general concepts of definition essays

12	Students are able to explain the basic concepts of Argumentative Essays	<ol style="list-style-type: none"> 1. Able to explain various purposes of argumentative essays 2. Able to explain the patterns of development of argumentative essays 3. Able to explain the language features of argumentative essays 4. Able to describe the steps needed to compose an argumentative essay 	Pattern of essay development: argumentative essays	Discussion, lecture	2	3x50'	<ol style="list-style-type: none"> 1. Listening to a lecture on the general concepts of argumentative essays 2. Taking part in a class discussion on the general concepts of argumentative essays 3. Taking a quiz on the general concepts of argumentative essays
13	Students are able to compose an Argumentative Essay	<ol style="list-style-type: none"> 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 4. Able to develop a draft of a argumentative essay from the previously made outline 	Pattern of essay development: argumentative essays	Discussion, lecture, assignment	2, 4, 5	3x50'	<ol style="list-style-type: none"> 1. Listening to a brief review of theory about argumentative essays 2. Taking part in a discussion about the frequently asked questions about argumentative essays 3. Brainstorming for a topic of discussion for an argumentative essay 4. Constructing a mind map for an argumentative essay 5. Developing an outline of an argumentative essay from the previously written mind map 6. developing drafts of an argumentative essay from the previously written outline
14	Review						
15	Final Test						

2. Assessment Blueprint

Indicator	Assessment				
	Technique	Form	Instrument	Criteria	Weight(%)
(Mid-Term Exam) 1. Able to select an appropriate topic of discussion for a comparison and contrast essay 2. Able to construct a mind map for the outline of a comparison and contrast essay 3. Able to develop an outline of a comparison and contrast essay from the previously made mind map 4. Able to develop a draft of a comparison and contrast essay from the previously made outline	Written test	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. 4. References should be put in the footnote. 5. Submission format: A4 / margins 3-3-3-3 cm / Arial 12 pt. / double space / name and student number.	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%
(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	Written test	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	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%

3. Able to develop an outline of an argumentative essay from the previously made mind map			d) Margin : Top (4 cm), Left (4 cm), Bottom (3 cm), Right (3 cm)		
4. Able to develop a draft of an argumentative essay from the previously made outline					

1. Assessment 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	Good	Somewhat Choppy-Loosely Organized But Main Ideas Clear-Limited Support-Logical But Incomplete Sequencing
	15 – 14	Average	
13 – 12	Fair	Non Fluent-Ideas Disconnected-Lacks Logical Sequencing And Development	
11 – 10	Poor		
9 – 7	Very Poor	Does Not Communicate-No Organization-Not Enough To Evaluate	
VOCABULARY	20	Excellent	Sophisticated Range-Effective Vocabulary Choice And Use-Word Form Mastery-Appropriate Register
	19 – 18	Very Good	
	17 – 16	Good	Adequate Range-Occasional Vocabulary Errors -Meaning Not Obscured
	15 – 14	Average	
13 – 11	Fair	Limited Range-Frequent Vocabulary Errors-Meaning Obscured	
10	Poor		
9 – 7	Very Poor	Essentially Translation-Little Knowledge Of English Vocabulary-Not Enough To Evaluate	
LANGUAGE USE	20	Excellent	Effective Complex Construction-Few Errors

	19 – 18	Very Good	
	17 – 16	Good	Effective But Simple Construction-Minor Problems In Complex Construction – Several Errors – Meaning Seldom Obscured
	15 – 14	Average	
	13 – 12	Fair	Major Problems In Construction-Frequent Errors-Meaning Obscured
	11 – 10	Poor	
	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

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