

**WORKLOAD ASSESSMENT
EXPOSITORY AND
ARGUMENTATIVE WRITING**

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

WORKLOAD ASSESMENT
EXPOSITORY AND
ARGUMENTATIVE WRITING
Academic Year 2019/2020

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A. Lesson Plan and Course Assessment

 UNESA <small>Universitas Negeri Surabaya</small>		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	
		Eva Rahmawati, S.Pd., M.Pd.	Eva Rahmawati, S.Pd., M.Pd.		Ririn Pusparini, S.Pd., M.Pd.	
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. Reviewing Essay Writing: Parts of an Essay 2. Process of Writing in Expository and Argumentative Essays Writing 3. Introduction of Expository and Argumentative Essay Writing 4. Avoiding plagiarism 5. 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	

Week	Learning Objectives	Assessment		Learning Activities and Time Allotment	Learning Sources	Scoring
		Indicators	Criteria/Form/Type			
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 	Criteria: Holistic rubric Quiz: essay-typed response	Discussion, lecture [3 x 50 minutes]	2	Subjective
	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 3. Able to apply the rules in the selected combination of paraphrasing steps 	Criteria: Holistic rubric Assignment: essay	Discussion, lecture, assignment [3 x 50 minutes]	1, 5	Subjective
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 	Criteria: Holistic rubric Quiz: essay-typed response	Discussion, lecture [3 x 50 minutes]	3, 4	Subjective

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 	Criteria: Holistic rubric Quiz: essay-typed response	Discussion, lecture (3 x 50 minutes)	2	Subjective
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 	Criteria: Holistic rubric Quiz: essay-typed response	Discussion, lecture (3 x 50 minutes)	2	Subjective
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 of development of cause and effect essays 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 	Criteria: Holistic rubric Quiz: essay-typed response	Discussion, lecture (3 x 50 minutes)	2	Subjective
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 	Criteria: Holistic rubric Assignment: essay	Discussion, lecture, assignment [3 x 50 minutes]	2, 4, 5	Subjective

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 	Criteria: Holistic rubric Quiz: essay-typed response	Discussion, lecture (3 x 50 minutes)	2	Subjective
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 	Criteria: Holistic rubric Assignment: essay	Discussion, lecture, assignment [3 x 50 minutes]	2, 4, 5	Subjective
9	Mid Term Exam					
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 cause and effect essays 2. Able to explain the patterns of development of cause and effect essays 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 	Criteria: Holistic rubric Quiz: essay-typed response	Discussion, lecture (3 x 50 minutes)	2	Subjective

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 	Criteria: Holistic rubric Quiz: essay-typed response	Discussion, lecture (3 x 50 minutes)	2	Subjective
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 	Criteria: Holistic rubric Quiz: essay-typed response	Discussion, lecture (3 x 50 minutes)	2	Subjective
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 a argumentative essay from the previously made mind map 4. Able to develop a draft of a argumentative essay from the previously made outline 	Criteria: Holistic rubric Assignment: essay	Discussion, lecture, assignment [3 x 50 minutes]	2, 4, 5	Subjective
14	Review					
15	End-of-Term Exam	1.				

B. Course Evaluation and Development

1. Calculation of Student Workload

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
3 CU	4,77	42 Hours	5.5 Hours	3 Hours

2. Program Learning Outcome (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.

3. Course Learning Outcome

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.

4. Assessment of PLO

CLO - PLO Correlation

	PLO1	PLO7
CLO1	V	
CLO2	V	
CLO3		V
CLO4		V

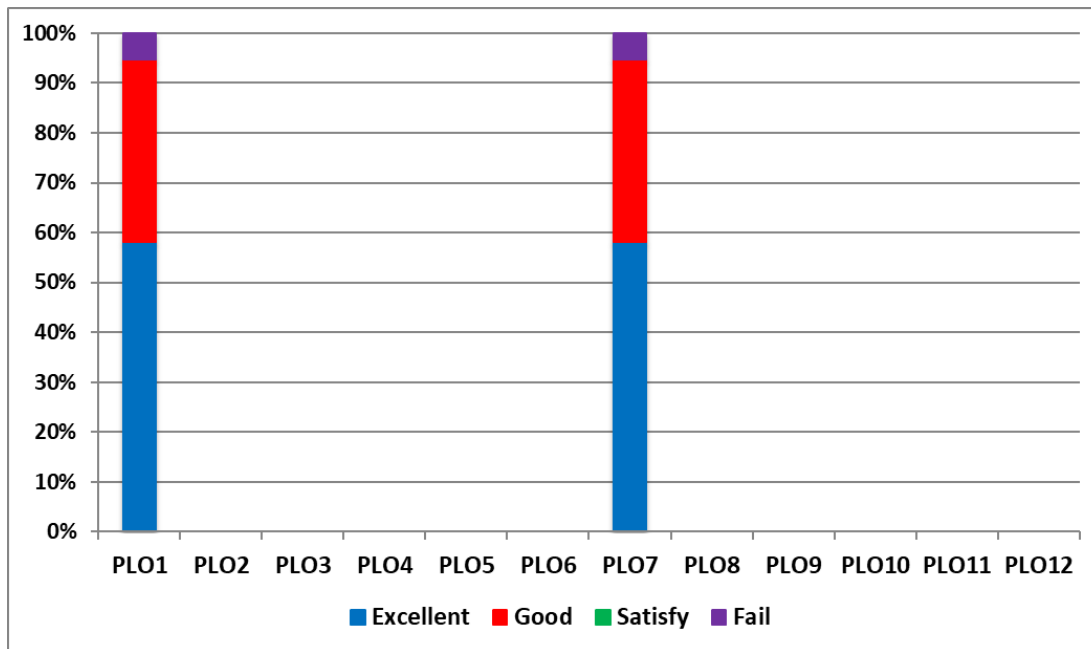
Assessment Plan

ASSESMENT PLAN	PLOs	
CLOs	PLO1	PLO7
CLO1	Assignment, Mid-semester test, Final semester test	
CLO2	Assignment, Mid-semester test, Final semester test	
CLO3		Assignment, Mid-semester test, Final semester test
CLO4		Assignment, Mid-semester test, Final semester test

Students' Performance (Table)

	PLO1	PLO7
Excellent	58%	58%
Good	37%	37%
Satisfy	0%	0%
Fail	5%	5%

Students' Performance (Bar Graph)



APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC

Course Assessment

A. Assessment Rubric

1) Attitudes/Affective Domain

In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$\leq SA < 55$

2) Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and end-term exams).

a. Assignment Rubric

The criteria of assignment according to Assignment Rubrics:

	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 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
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

b. Rubric for Mid Term and End Term Exams

The criteria of mid-term and end-term exams in this course are:

	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

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if they obtain a minimum grade of C. The grade is calculated based on the following components and weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-

$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

APPENDIX 2 COURSE ACTIVITIES RECORDS

1. Sample of Student Attendance



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI

UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213
Telepon : +6231-99424932
Faksimile : +6231-99424932
e-mail : bakpk@unesa.ac.id

ATTENDANCE LIST Even Semester 2019/2020

Course : Expository & Argumentative Writing

Lecturer : Eva Rahmawati, S.Pd., M.Pd.

Class : 2018C

Study Program : S1 English Language Education

No	Reg No	Name	Session															%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
			03 Feb 20	10 Feb 20	17 Feb 20	24 Feb 20	02 Mar 20	09 Mar 20	16 Mar 20	23 Mar 20	1 Apr 20	06 Apr 20	13 Apr 20	20 Apr 20	27 Apr 20	04 May 20	11 May 20	
1.	18020084034	DIANA NURIA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
2.	18020084036	NATASYA ADELIA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
3.	18020084037	AINUN RAHMADIA ASIH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
4.	18020084038	MEDINA AULIA SYAHRIAR	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
5.	18020084039	ZHAFIRAH ROSA KUSUMAWARDANA	H	I	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
6.	18020084040	MILLATUZ ZAKIYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
7.	18020084041	WANDA HIJRIANI HERWANTO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
8.	18020084042	NAUFAL MUHAMMAD WAHIDUL QUTHBI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
9.	18020084043	TIFFANI WIDYA LARASATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
10.	18020084046	SASI KIRANA SUGI WIWIKANANDA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
11.	18020084047	RAVITA MAHARANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
12.	18020084048	HAFIRSYANI RIZKA OKTRIANUR	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
13.	18020084049	JIBRIIL AHMAD ABDILLAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
Lecturer's Signature:																		

2. Sample of Course Log Book



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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Kampus Ketintang
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F: +6231-8293484
laman: unesa.ac.id
email : bakpk@unesa.ac.id

Log Book

Course : Expository & Argumentative Writing

Lecturer EVA RAHMAWATI
: (198708102014042001)

Class : 2018C

Time & Room : T04.03.12 (07.00 - 09.30) R.

No.	Date	Session	Topic	Students	Status	Lecturer
1	03-02-2020	1	<ul style="list-style-type: none">• Introduction to expository and argumentative essay writing• Avoiding plagiarism: paraphrasing	13	Scheduled	Eva Rahmawati
2	10-02-2020	2	The Process of Writing	13	Scheduled	Eva Rahmawati
3	17-02-2020	3	Understanding the pattern of Exemplification Essays	13	Scheduled	Eva Rahmawati
4	24-02-2020	4	Understanding the pattern of Process Essays	13	Scheduled	Eva Rahmawati
5	02-03-2020	5	Understanding the pattern of Cause and Effect Essays	13	Scheduled	Eva Rahmawati
6	09-03-2020	6	Writing Cause and Effect Essays	13	Scheduled	Eva Rahmawati
7	16-03-2020	7	Understanding the pattern of Comparison and Contrast Essays	13	Scheduled	Eva Rahmawati

8	23-03-2020	8	Writing Comparison and Contrast Essays	13	Scheduled	Eva Rahmawati
9	01-04-2020	9	Mid-Term Exam	13	Scheduled	Eva Rahmawati
10	06-04-2020	10	Understanding the pattern of Classification Essays	13	Scheduled	Eva Rahmawati
11	13-04-2020	11	Understanding the Pattern of Definition Essays	13	Scheduled	Eva Rahmawati
12	20-04-2020	12	Understanding the pattern of Argumentative Essays	13	Scheduled	Eva Rahmawati
13	27-04-2020	13	Writing Argumentative Essays	13	Scheduled	Eva Rahmawati
14	04-05-2020	14	Review	13	Scheduled	Eva Rahmawati
15	11-05-2020	15	End of Term Exam	13	Scheduled	Eva Rahmawati

3. Sample of Assignment



KEMENTERIAN RISET, TEKNOLOGI, DAN
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TUGAS: Cause and Effect

Instruction:

Think of a recent popular issue in the field of education (you may reflect on your own experience as a student and a future teacher), then write a cause and effect mind map, outline, and essay on a topic related to that issue. Your writing should follow the process of writing (pre writing, while writing, and post writing).

The following are aspects of writing that you need to pay attention to in this assignment:

Mind map:

- ✓ Write your idea in words or phrases.
- ✓ Cluster your ideas.

Outline:

- ✓ Implement cause and effect pattern of essay development in the organization of your outline.
- ✓ Write your thesis statement in the form of a sentence, complete with its controlling idea.
- ✓ Write each of your topic sentence in the form of a sentence, complete with its controlling idea.
- ✓ You may choose to write your supporting ideas for each body paragraph in the form of sentences or clauses.

Essay:

- ✓ Write a 250 – 500 words cause and effect essay.
- ✓ Your essay must consist an introductory paragraph, body paragraph(s), and a concluding paragraph
- ✓ Type your essay in an A4 paper, Times New Roman 12pt, and double space.
- ✓ Make sure to write your name, registration number and class above your title (top left).

*) Refer to the cause and effect essay's self-assessment checklist by Kirsznner and Mandell (2009) to check your work prior to submission.

4. Sample of a Student's Response to the Assignment

Name : Diana Nuria Putri

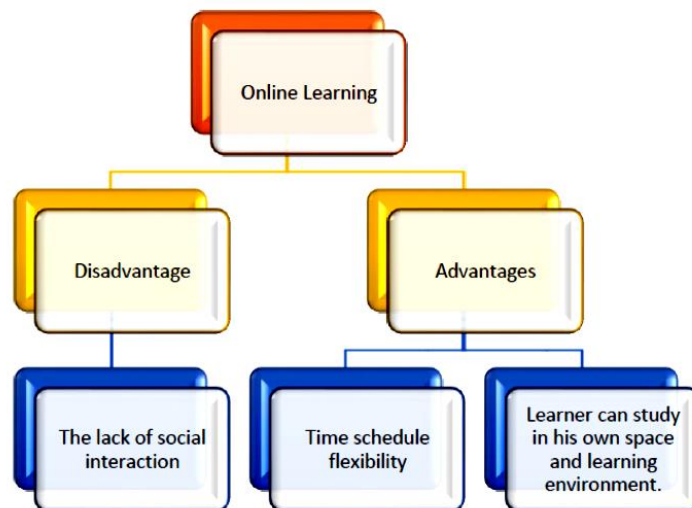
Reg. number : 18020084034

Class : 2018 C

28+18+18+18+5

= 87

Mind map & Outline



Thesis statement: It is better to know more about what kind of disadvantage and advantage that an online learning could possibly bring for learner.

Topic sentence of the 2nd paragraph: Despite offering some privileges, online learning can give a negative impact for learner.

Supporting idea: Learner cannot experience a dynamic social interaction with friends and teacher in online class.

Topic sentence of the 3rd paragraph: In this digital era, online learning can give benefits to ease the teaching and learning process.

Supporting ideas:

- The time schedule of an online class is more flexible because it will be easy for teacher to rearrange it.
- Since an online class does not need a classroom, learner is able to study in his own space and even can create a particular learning environment.

What an Online Learning Can Bring to You

Since you are living in this digital era, the demand to live an efficient life is inevitable. Online learning can be one of the options for you, a millennial generation, to be able to enjoy such life. Although it has become more popular nowadays, yet there are some people who still prefer to study in a conventional way. As a matter of course, to help you making the right choice, it is better to know more about what kind of disadvantage and advantage that an online learning could possibly bring for you as a learner.

Despite offering some privileges, online learning could possibly give a negative impact for the learner. The first major difference that you will encounter when participating in an online class is you, as a learner, cannot experience a dynamic social interaction with friends and teacher. In fact, social interaction is really needed in order to improve your soft skill because it forces you to act with a proper manner such as how to behave by using your body language when communicating with other. It also teaches you to be someone who has confidence when having a direct conversation with people whose social status are higher than you, your teachers and school principal for instance. Besides, an online learning could be frustrating for those who are extroverted since all the communication among friends and teachers are merely through virtual interactions. There will be no such thing like cooperative learning, where you can do a teamwork, share ideas, or even have a debate – face to face – with your classmates in the classroom. However, it might be too exaggerating to consider them as

negative effects, yet both are the few disadvantages which you will not experience if you choose to go to a public or a private school instead.

On the other hand, online learning undoubtedly can give benefits to ease the teaching and learning process in this digital era. One of those refers to the time schedule flexibility. The learning schedule will be easier to be rearranged by the teachers since they do not need to be present in front of you in a classroom. Instead, what they need to do is just sending the learning material video to you via online. With its unrestricted time schedule, you have a chance to view and study the learning material whenever you think that you are ready and in the right time to learn it. It also allows you to learn managing your time as you wish, yet still abide your responsibility as a learner. Moreover, since a classroom is not a necessity to conduct the learning process, it means you will be able to study in your own space. As a matter of fact, it is even possible for you to create a particular learning environment that suits your learning style so that the learning process can be enhanced for a better outcome.

Almost everything always has both advantages and disadvantages, so is in the case of online learning. Each person might have a different viewpoint about it based on their personalities or learning styles. Therefore, by knowing about its pros and cons, you can use your free-will to choose what is best for you.

5. Sample of Mid-term Test



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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Gedung T4 Lidah Wetan Surabaya 60213
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UJIAN TENGAH SEMESTER GENAP 2019/2020

MATA KULIAH : Expository & Argumentative Writing
KODE MATA KULIAH : 8820303078
JUMLAH SKS : 3 SKS
PRODI/ ANGKATAN : Pendidikan Bahasa Inggris/ 2018
HARI/TANGGAL : Rabu/ 1 April 2020
ALOKASI WAKTU : 150 menit
DOSEN : Tim

Students are required to submit a comparison and contrast essay. Students are to submit the essay through the following instruction.

Instruction:

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.
 - a. Support your topic sentences or assertions or subjects with relevant evidence from research, reading, or personal experiences.
 - b. References should be put in the footnote.
3. Submission format: A4 / margins 3-3-3-3 cm / Arial 12 pt. / double space / name and student number.
4. Submission is only available through online platform of Google Classroom for Expository and Argumentative Writing. For detail submission mechanism, please refer to Task 3 (Comparison and Contrast Essay) in the Google Classroom.
 - a. Submission deadline: Wednesday, 8 April 2020 – 11.59 p.m.
5. The comparison and contrast essay will be evaluated based on the following aspects:
 - a. Content
 - b. Structure
 - c. Language styles
 - d. Language mechanics
6. In order to meet good criteria based on the evaluating aspects, below is a checklist for your comparison and contrast essay, and you may use the checklist to help you complete the essay. You are encouraged to work with peer (another student) to help you for checklist.



- Is this a comparison and contrast essay?*
- Does it use appropriate structure, e.g. block structure, point-by-point structure, or Venn diagram?*
- Are structure words used accurately?*
- Are the topics/criteria for comparison/contrast clear?*
- Does the essay have clear thesis statement?*
- Does each paragraph have a clear topic sentence?*
- Does the essay provide strong supports (definitions, facts, reasons, analyses, examples, statistics, etc.)?*
- Does the conclusion include a summary of the main points?*
- After reading the lists of similarities and differences you made, does it contain a strong argument?*



6. Sample of a Student's Response to the Mid-term Exam

Name : Diana Nuria Putri

Reg. number :18020084034

Class : 2018 C

Pattern of Development : Comparison and Contrast

29 + 18 + 19 + 18 + 4 =

88

Two Online Learning Platforms: ruangguru and Zenius

The growth of online-based businesses is currently prevalent in Indonesia. Starting from buying and selling online goods, service, fashion, automotive, all the way to education. No wonder with the current technological developments, people are no longer need to leave their homes to do anything. This opportunity is apparently perceived also by online education institutions. Among such institutions are two of the most dominant ones in Indonesia; ruangguru and Zenius. Though they may look similar to some people, they are actually very different in terms of the learning material provided, variety of products, availability, and affordability.

At first glance, these platforms appear to offer similar learning material catering to students from elementary school level to senior high school level, but upon closer look, they are actually slightly different. For instance, both ruangguru and Zenius provide exercises and discussions for most education levels. What distinguishes Zenius from ruangguru is the fact that the former one also provides

material for *SIMAK UI*, *UTUL UGM*, and *STAN* that are not provided by *ruangguru*. Moreover, *Zenius* also provides 'Zenius Learning' content, which contains learning-mindsets, discussions on common student mistakes and errors, and how to fix them. All these features make *Zenius Learning* not only more motivating for students to learn science and study harder, but also more attractive content-wise since it provides more comprehensible learning material for the students.

In addition to the learning material provided, these two online learning platforms also offer different products to students. *ruangguru* offers various products that help students optimize their learning level. Thus, the learning process is more fun and interactive. Among them are "ruangbelajar" that can help students understand subject matter more easily by watching videos containing learning material, doing exercises, and downloading material summaries. Then, there is "ruanglesonline" that will help students work on difficult-to-understand questions by asking the tutor directly via live chat. The third product is "digitalbootcamps" where students can study with online learning groups throughout Indonesia. In this product, there is a "one group for one subject feature that makes it easier for students to choose the group that suits their needs. Not only that, there is also "ruanguji" which provide thousands of free tryout exercises that generate results directly for both members of *ruangguru* and non-members alike. Finally, the last product is "ruangles", where students can find and call the best quality tutors to their homes. This is far different from *Zenius* that only offers

rather limited featured products - including learning videos that can be accessed online through a website by activating the code first on the "voucher-activate" page on the website. Although considerably limited, students can also access offline learning videos by paying for the Xpedia 2.0 package containing a DVD set which includes learning material, online learning access, and Zenius learning forum access. Also, unlike its competitor that offers free tryout exercises, Zenius provides a downloadable e-book containing thousands of exercises of from subjects.

Last but not least, the availability and affordability of these two online learning platforms are also pretty much different for students. ruangguru provides interactive tutors through live chat that helps students interact more easily in comprehending difficult lessons. Thus, students can get an explanation directly related to material being learnt. ruangguru also provides standby tutors that makes it easier for students to consult their assignments or subject matter anytime and anywhere. In addition to those accessible features, ruangguru itself also has an application that can be downloaded easily through the app store and play store on students' smartphones. On the contrary, Zenius only provides videos that still use digital boards to explain learning material, so there is no interaction between students and tutors. Zenius also does not have an application that can be downloaded in smartphone, consequently students must use a PC to access Zenius.

In conclusion, both online learning platforms above are highly recommended for students. It cannot be denied, though, that students must be able to make a smart choice based on their needs and situations as these two online learning platforms have their own advantages and disadvantages. In order to do that, they must first be sure to include learning material, products variety, availability, and affordability of these online learning platform into their consideration before making their choice.

7. Sample of End-term Exam



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UJIAN AKHIR SEMESTER GENAP 2019/2020

MATA KULIAH : Expository & Argumentative Writing
KODE MATA KULIAH : 8820303078
JUMLAH SKS : 3 SKS
PRODI/ ANGKATAN : Pendidikan Bahasa Inggris/ 2018
HARI/TANGGAL : Kamis/ 14 Mei 2020
ALOKASI WAKTU : Satu Pekan
DOSEN : Tim

Instructions

- ❖ Write an argumentative essay about your life as a university student.
- ❖ Your essay should have 500 - 1250 words.
- ❖ You must write your essay in the following format:
 - Font : Times New Roman (12)
 - Line Spacing : Double space
 - Paper Size : A4
 - Margin : Top (4 cm), Left (4 cm), Bottom (3 cm), Right (3 cm)
- ❖ Please refer to the scoring rubric on the next page for scoring range and criteria.

Happy Writing

Writing 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



8. Sample of a Student's Response to the End-term Exam

Name : Diana Nuria Putri
Reg. number : 18020084034
Class : 2018 C
Pattern of Development : Argumentative

28 + 17+ 18 + 17+ 5 =

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The Other Side of Part Time Job

In order to achieve a good academic record, people may give many different perceptions about what to do and what to avoid in your daily life as university student. In this case, some people think that doing a part time job is listed as the thing you should avoid while the other might persuade you to try doing it. Actually, there are practical things in doing part time job which cannot be experienced in the university. This hands-on experience is also easier to do nowadays because of the advance technology in the modern era. Therefore, it is the time for you to perceive it differently by knowing the fact that doing part time job does not significantly contribute a negative impact for university students' academic achievement.

There are two different reasons why university students do a part time job. It is either the students want to get a working experience or because the students have to deal with the financial issue. A popular perception emerges that those who work in part time job tend to have a lower academic achievement by claiming stressful mind as the main reason. This high level of stress is usually experienced only by those who get a part time job due to their income needs. Dundes and Marx (2006) reported that 74 percent of students who have part time job claim that working while studying forced them to be more efficient. Besides, Forsyth (2009)

addressed that having the ability to make a good time management will give a positive impact in someone's daily life. It will be easier for this individual to make priority scale, prevent tardiness, and reduce error when doing an activity. It can be concluded that a higher level of stress, which is caused by the increased responsibility, will automatically require the students' ability to find the effective way to overcome it. As a student, you will not be able to learn and push yourself to face this kind of obstacle without getting a part time job experience since it is not taught in your comfortable classroom in the university. In other words, there are multiple beneficial soft skills that you will get as a bonus while earning money to make your ends meet. Moreover, you can use it as your motivation to obtain a good academic achievement so that your hard work will pay off.

Meanwhile, for university students who take part time job just to get a working experience, it will be an easier ride for them. It is because they can specifically choose a job which is related to their major or future career without minding the wage. Their main aim is not about getting an income but making it as a simulation to become more familiar with a workplace earlier before graduating. Researchers suggested that the most common requirement for university students' personal development is that students will be able to acquire different abilities and social experiences if they spend time on diverse activities either on-campus or off-campus which are related to their future career (Astin, 1999; Kuh, 1995). Furthermore, since technology becomes more advance, there are many kinds of part time jobs that can be done during your spare time in dormitory such as being a blogger, freelance writer, translator, online private tutor, graphic designer, and even

a reseller for an online shop. Through getting part time job experience, you will obtain various soft skills which build your self-development. Kuh (1995) stated that university students' working experience may give advantages to extend their knowledge, academic skills, interpersonal skills, practical skills, cognitive skills, and humanitarianism. It can be concluded that having a part time job which is career-related can enrich both your academic skills and soft skills.

Indeed, living a university life requires you to cope with a lot of hardship and be responsible. By taking a part time job during pursuing your academic achievement is one of the ways to learn about how to be committed to your goal. Thus, you will discover something new which is beneficial for your future through a part time job experience without sacrificing your main goal to earn a degree from the university.