



**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
Essential Writing Skills	8820302247	Language Education	T = 0 P = 2	Odd	
AUTHORIZATION	Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme
	Eva Rahmawati, M.Pd.				Dr. Him'mawan A.N., S.Pd., M.Pd.
Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses				
	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.			
	Course Learning Outcomes (CLO)				
	CLO 1	Possess knowledge of the process of writing, paragraph structure, and principles of unity and coherence required for paragraph writing;			
	CLO 2	Make a right decision in applying the concept of the process of writing, paragraph structure, and principles of unity and coherence required for paragraph writing;			
	CLO 3	Be responsible in applying all the concept of the process of writing, paragraph structure, and principles of unity and coherence to communicate ideas through written paragraph at the level of A2 CEFR and making use of learning sources and IT to support the teaching and learning process of paragraph writing which integrates the process of writing, paragraph structure and principles of unity and coherence.			
	Lesson Learning Outcomes (LLO)				
	LLO 1	Understanding the stages in process writing			
	LLO 2	Understanding the structure of a paragraph			
	LLO 3	Understanding the types, purposes, language features and organization of descriptive paragraphs			
	LLO 4	Understanding the purpose, language features and organization of descriptive paragraphs that describe a place			
	LLO 5	Writing descriptive paragraphs that describe a place			
	LLO 6	Presenting descriptive paragraphs that describe a place			
	LLO 7	Understanding the purpose, language features and organization of descriptive paragraphs that describe a person			
LLO 8	Writing a descriptive paragraph that describe a person				
LLO 9	Understanding the types, purposes, language features and organization of narrative paragraphs				

	LLO 10	Writing a narrative paragraph
	LLO 11	Presenting a descriptive paragraph that describes a person and a narrative paragraph
Brief description of the course	<p>This course is a preliminary course in English Writing and is designed to help its participants master the fundamentals of Paragraph writing which integrates the process of writing, paragraph structure and principles of unity and coherence. Accordingly, the general discussion in this course includes the process of writing, narrative and descriptive paragraph structure and principles of unity and coherence. To accommodate the achievement of learning outcome, the course is conducted through lecturer's brief presentation, class discussion, group work and paragraph writing workshops (project-based activities) with the aid of ICT and various kinds of useful teaching media. To support the aforementioned activities, peer review activities are incorporated during the in- class activities as well as additional writing assignments outside the class-hours.</p>	
Study Materials: Learning Materials	<ol style="list-style-type: none"> 1. The stages in process of writing 2. Mechanics in academic writing 3. The structure of a paragraph 4. Descriptive paragraph (types, purposes, language features and organization) 5. Descriptive paragraph that describes a place 6. Clustering and organizing ideas to form a paragraph outline 7. Drafting a descriptive paragraph that describes a place 8. Procedure and aspects to assess in self – reviewing and editing process 9. Procedure and aspects to assess in peer –reviewing and editing process 10. Editing and revising 11. Descriptive paragraph that describes a person 12. Clustering and organizing ideas to form a paragraph outline 13. Drafting a descriptive paragraph that describes a person 14. Procedure and aspects to assess in self – reviewing and editing process 15. Procedure and aspects to assess in peer – reviewing and editing process 16. Editing and revising 17. Narrative paragraphs (types, purposes, language features and organization) 18. Clustering and organizing ideas to form a paragraph outline 19. Drafting a narrative paragraph 20. Procedure and aspects to assess in self – reviewing and editing process 21. Procedure and aspects to assess in peer – reviewing and editing process 22. Editing and revising 	
References	Main reference:	

	<ol style="list-style-type: none"> 1. Juzwiak, Christ. 2012. Stepping stones: A Guided Approach to Writing Sentences and Paragraphs. Boston: Bedford/ St. Martin's. 2. Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's. 3. Zemach, D. E., & Islam, C. 2011. Paragraph Writing: from Sentence to Paragraph. Oxford: Macmillan Publishers Limited.
	Supplementary reading:
	<ol style="list-style-type: none"> 4. Langan, J. (2010). Exploring Writing: Sentences and Paragraphs. 5. Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc. 6. Savage, A., & Shafiei, M. (2007). Effective Academic Writing 1: The Paragraph. New York: Oxford University Press.
Lecturer (s)	Team Essential Writing Skills
Course requirements	-

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	Understanding the stages in process writing	To be able to: <ol style="list-style-type: none"> 1. List steps included in each stage of writing 2. explain steps included in each stage of writing 3. perform steps in a particular stage of writing 	<ul style="list-style-type: none"> • observing students' activity • Reviewing and revising practice 	2 x 50 minutes Learning method: <ul style="list-style-type: none"> • Lecture • Small group discussion • Group work Assignment: <ul style="list-style-type: none"> • (group work) Reviewing and revising a paragraph for grammatical and vocabulary errors • Writing reflective journal about 	-	<ol style="list-style-type: none"> 1. The stages in process of writing [1], [4], [6] 	1.25%

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)
				learning and teaching process			
2	Understanding the structure of a paragraph	To be able to: 1. Explain the structure of a paragraph 2. Identify the structure of a paragraph 3. Apply the correct mechanics in academic writing	<ul style="list-style-type: none"> Observing students' activity Written exercises 	2 x 50 minutes Learning method: <ul style="list-style-type: none"> Lecture Small group discussion Group work Assignment: <ul style="list-style-type: none"> (group work) Rearranging a jumbled paragraph Matching paragraphs with their topic sentences 	-	1. The structure of a paragraph 2. Mechanics in academic writing [3], [5]	
3		To be able to: 1. Identify the structure of a paragraph 2. Complete a paragraph using the correct parts of a paragraph 3. Construct different types of sentences to form	<ul style="list-style-type: none"> Observing students' activity Written exercises 	2 x 50 minutes Learning method: <ul style="list-style-type: none"> Lecture Small group discussion Individual work Peer review Assignment: <ul style="list-style-type: none"> (individual work) Completing topic sentences 	-	1. The structure of a paragraph 2. Mechanics in academic writing [3], [5]	1.25%

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)
		a proper paragraph 4. Apply the correct mechanics in academic writing		<ul style="list-style-type: none"> Completing a paragraph with the proper supporting sentences Writing a concluding sentence (paraphrasing a topic sentence) Writing reflective journal about learning and teaching process 			
4	Understanding the types, purposes, language features and organization of descriptive paragraphs	To be able to: 1. Identify the types, purposes, language features and organization of descriptive paragraphs 2. Explain the types, purposes, language features and organization of descriptive paragraphs	<ul style="list-style-type: none"> Observing students' activity 	2 x 50 minutes Learning method: <ul style="list-style-type: none"> Lecture Small group discussion Assignment: <ul style="list-style-type: none"> (group work) Discuss various purposes and language features of descriptive paragraphs Writing reflective journal about learning and teaching process 	-	1. Descriptive paragraph (types, purposes, language features and organization) [2], [3], [5]	1.25%

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)
5	Understanding the purpose, language features and organization of descriptive paragraphs that describe a place	To be able to 1. Identify the purposes, language features and organization of descriptive paragraphs that describe a place 2. Explain the purposes, language features and organization of descriptive paragraphs that describe a place 3. Differentiate descriptive paragraphs that describe a place from other types of descriptive paragraphs based on their purposes, language features and organization.	<ul style="list-style-type: none"> Observing students' activity 	2 x 50 minutes Learning method: <ul style="list-style-type: none"> Lecture Small group discussion Assignment: <ul style="list-style-type: none"> (group work) Finding examples of descriptive paragraphs that describe a place Discuss various purposes and language features of descriptive paragraphs that describe a place Writing reflective journal about learning and teaching process 	-	1. Descriptive paragraph that describes a place (purpose, language features, and organization) [2], [3], [5]	1.25%
6	Writing descriptive paragraphs that describe a place	To be able to: 1. Determine proper main topic for a	<ul style="list-style-type: none"> Observing students' activity 	2 x 50 minutes <ul style="list-style-type: none"> Lecture 	-	1. Descriptive paragraph that describes a place	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)
		descriptive paragraph that describe a place 2. Develop the main topic into supporting ideas to construct a descriptive paragraph outline to describe a place 3. Cluster the ideas following the logical organization of a descriptive paragraph to describe a place	<ul style="list-style-type: none"> Written project 	<ul style="list-style-type: none"> Project based learning (giving essential questions; designing a plan for a project; collecting data for the project) Assignment: <ul style="list-style-type: none"> (Pair work) writing a tourism poster project: <ul style="list-style-type: none"> are there any historical places that are related by a certain story or historical event in your hometown? plan a tourism poster containing 2 descriptive paragraphs about 2 places that you have decided 		(purpose, language features, and organization) 2. Clustering and organizing ideas to form a paragraph outline [2], [3]	
7		To be able to: 1. Develop outline into a draft of descriptive paragraph that describe a place	<ul style="list-style-type: none"> Observing students' activity Written project 	-	2 x 50 minutes (via LMS) <ul style="list-style-type: none"> Lecture Project based learning (creating the project) Self-review 	1. Drafting a descriptive paragraph that describes a place 2. Procedure and aspects to assess in	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)
		2. Employ procedure of self-review on the drafts of descriptive paragraphs 3. Employ procedure of peer-review on the drafts of descriptive paragraphs 4. Employ the editing and revising procedure to edit and revise the drafts of descriptive paragraphs based on the results of self and peer reviews			<ul style="list-style-type: none"> • Peer-review Assignment: • (Pair work) writing a tourism poster project <ul style="list-style-type: none"> - Draft your paragraphs for the poster - Design the tourism poster to display your paragraphs - Review and revise your project before presentation (self-review & peer review) - Writing reflective journal about learning and teaching process 	self – reviewing and editing process 3. Procedure and aspects to assess in peer – reviewing and editing process 4. Editing and revising [2], [3]	
8 (MID TERM)	Presenting descriptive paragraphs that describe a place	To be able to: 1. Explain the descriptive paragraphs presented in the poster	<ul style="list-style-type: none"> • Observing students' activity • Written project • Presentation 	2 x 50 minutes <ul style="list-style-type: none"> • Lecture • Project based learning (presenting the project; 	-	1. Procedure and aspects to assess in peer – reviewing and editing process [2], [3]	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)
		2. Employ procedure of peer-review on the descriptive paragraphs		evaluating the project): Writing class gallery <ul style="list-style-type: none"> • Peer review Assignment: <ul style="list-style-type: none"> • (Pair work) presenting a tourism poster project • Reviewing other teams' tourism posters 			
9	Understanding the purpose, language features and organization of descriptive paragraphs that describe a person	To be able to: 1. Identify the purposes, language features and organization of descriptive paragraphs that describe a person 2. Explain the purposes, language features and organization of descriptive paragraphs that describe a person	<ul style="list-style-type: none"> • Observing students' activity 	2 x 50 minutes Learning method: <ul style="list-style-type: none"> • Lecture • Small group discussion Assignment: <ul style="list-style-type: none"> • (group work) Finding examples of descriptive paragraphs that describe a person • Discuss various purposes and language features of descriptive 	-	1. Descriptive paragraph that describes a person (purpose, language features, and organization) [2], [3], [5]	1.25%

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. Differentiate descriptive paragraphs that describe a person from other types of descriptive paragraphs based on their purposes, language features and organization.		paragraphs that describe a person <ul style="list-style-type: none"> • Writing reflective journal about learning and teaching process 			
10	Understanding the types, purposes, language features and organization of narrative paragraphs	To be able to: <ol style="list-style-type: none"> 1. Identify the purposes, language features and organization of narrative paragraphs 2. Explain the purposes, language features and organization of narrative paragraphs 3. Identify narrative paragraphs that are related to a certain region based on their 	<ul style="list-style-type: none"> • Observing students' activity 	2 x 50 minutes Learning method: <ul style="list-style-type: none"> • Lecture • Small group discussion Assignment: <ul style="list-style-type: none"> • (group work) Finding examples of narrative paragraphs that are related to a certain region • Discuss various purposes and language features of narrative paragraphs 	-	1. Narrative paragraph (purpose, language features, and organization) [2], [3], [5]	1.25%

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)
		purposes, language features and organization.					
11		To be able to: 1. Identify narrative paragraphs that are related to a certain region based on their purposes, language features and organization.	<ul style="list-style-type: none"> Observing students' activity 	2 x 50 minutes Learning method: <ul style="list-style-type: none"> Lecture Small group discussion Assignment: <ul style="list-style-type: none"> (group work) Finding examples of narrative paragraphs that are related to a certain region Discuss various purposes and language features of narrative paragraphs Writing reflective journal about learning and teaching process 	-	1. Narrative paragraph (purpose, language features, and organization) [2], [3], [5]	1.25%
12	Writing a descriptive paragraph that describe a person	To be able to: 1. Determine proper main topic for a descriptive	<ul style="list-style-type: none"> Observing students' activity Written project 	2 x 50 minutes <ul style="list-style-type: none"> Lecture Project based learning (giving essential questions; 	-	1. Descriptive paragraph that describes a person (purpose, language	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)
		<p>paragraph that describe a person</p> <p>2. Develop the main topic into supporting ideas to construct a descriptive paragraph outline to describe a person</p> <p>3. Cluster the ideas following the logical organization of a descriptive paragraph to describe a person</p>		<p>designing a plan for a project; collecting data for the project)</p> <p>Assignment:</p> <ul style="list-style-type: none"> • (Pair work) writing a tourism poster part 2 project: <ul style="list-style-type: none"> - Who is the main figure/ character involved in the history behind the places that you describe in your previous poster project? Write a descriptive paragraph to describe that person! - plan a tourism poster containing 1 descriptive paragraph about the main figure/ character that you have chosen. 		<p>features, and organization)</p> <p>2. Clustering and organizing ideas to form a paragraph outline</p> <p>[2], [3]</p>	

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)
13		<p>To be able to:</p> <ol style="list-style-type: none"> 1. Develop outline into a draft of descriptive paragraph that describe a person 2. Employ procedure of self-review on the paragraph draft 3. Employ procedure of peer-review on the paragraph draft 4. Employ the editing and revising procedure to edit and revise the draft of descriptive paragraph based on the results of self and peer reviews 	<ul style="list-style-type: none"> • Observing students' activity • Written project 	-	<p>2 x 50 minutes (via LMS)</p> <ul style="list-style-type: none"> • Lecture • Project based learning (creating the project) • Self-review • Peer-review <p>Assignment:</p> <ul style="list-style-type: none"> • (Pair work) writing a tourism poster part 2 project <ul style="list-style-type: none"> - Draft your paragraph for the poster - Design the tourism poster to display your paragraph - Review and revise your project before presentation (self-review & peer review) 	<ol style="list-style-type: none"> 1. Drafting a descriptive paragraph that describes a person 2. Procedure and aspects to assess in self – reviewing and editing process 3. Procedure and aspects to assess in peer – reviewing and editing process 4. Editing and revising [2], [3] 	5%
14	Writing a narrative paragraph	<p>To be able to:</p> <ol style="list-style-type: none"> 1. Determine proper main topic for a 	<ul style="list-style-type: none"> • Observing students' activity 	<p>2 x 50 minutes</p> <ul style="list-style-type: none"> • Lecture 	-	<ol style="list-style-type: none"> 1. narrative paragraphs (types, purpose, 	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)
		narrative paragraph 2. Develop the main topic into supporting ideas to construct a narrative paragraph outline 3. Cluster the ideas following the logical organization of a narrative paragraph	<ul style="list-style-type: none"> Written project 	<ul style="list-style-type: none"> Project based learning (giving essential questions; designing a plan for a project; collecting data for the project) Assignment: (Pair work) writing a tourism poster part 2 project: <ul style="list-style-type: none"> What is the history/ story that link the places described in the previous poster project? Write a narrative paragraph to tell the story! plan a tourism poster containing 1 narrative paragraph about the main figure/ character, and places that you have chosen in the previous project. 		language features, and organization) 2. Clustering and organizing ideas to form a paragraph outline [2], [3]	

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)
15		<p>To be able to:</p> <ol style="list-style-type: none"> 1. Develop outline into a draft of narrative paragraph 2. Employ procedure of self-review on the paragraph draft 3. Employ procedure of peer-review on the paragraph draft 4. Employ the editing and revising procedure to edit and revise the draft of narrative paragraph based on the results of self and peer reviews 	<ul style="list-style-type: none"> • Observing students' activity • Written project 	-	<p>2 x 50 minutes (via LMS)</p> <ul style="list-style-type: none"> • Lecture • Project based learning (creating the project) • Self-review • Peer-review <p>Assignment:</p> <ul style="list-style-type: none"> • (Pair work) writing a tourism poster part 2 project <ul style="list-style-type: none"> - Draft your paragraph for the poster - Design the tourism poster to display your paragraph - Review and revise your project before presentation (self-review & peer review) - Writing reflective journal about learning and teaching process 	<ol style="list-style-type: none"> 1. Drafting a narrative paragraph 2. Procedure and aspects to assess in self – reviewing and editing process 3. Procedure and aspects to assess in peer – reviewing and editing process 4. Editing and revising [2], [3] 	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)
16 (FINAL)	Presenting a descriptive paragraph that describes a person and a narrative paragraph	To be able to: 1. Explain the descriptive paragraph presented in the poster 2. Explain the narrative paragraph presented in the poster 3. Employ procedure of peer-review on the paragraphs presented in the poster	<ul style="list-style-type: none"> Observing students' activity Written project Presentation 	2 x 50 minutes <ul style="list-style-type: none"> Lecture Project based learning (presenting the project; evaluating the project): Writing class gallery Peer review Assignment: <ul style="list-style-type: none"> (Pair work) presenting a tourism poster part 2 project Reviewing other teams' tourism posters 	-	1. Procedure and aspects to assess in peer – reviewing and editing process [2], [3]	30%

➤ **Assessment Blue-print**

Mid-Term

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
<p>To be able to:</p> <ol style="list-style-type: none"> 1. perform steps in a particular stage of writing 2. identify the structure of a paragraph 3. apply the correct mechanics in academic writing 4. construct different types of sentences to form a proper paragraph 5. determine proper main topic for a descriptive paragraph that describe a place 6. develop the main topic into supporting ideas to construct a descriptive paragraph outline to describe a place 7. cluster the ideas following the logical organization of a descriptive paragraph to describe a place 8. develop outline into a draft of descriptive paragraph that describe a place 9. employ procedure of self-review on the drafts of descriptive paragraphs 10. employ procedure of peer-review on the drafts of descriptive paragraphs 11. employ the editing and revising procedure to edit and revise the drafts of descriptive paragraphs based on the results of self and peer reviews 12. explain the descriptive paragraphs presented in the poster 13. employ procedure of peer-review on the descriptive paragraphs 	<ul style="list-style-type: none"> • Observation • Written project • presentation 	<p style="text-align: center;"><u>Writing a Tourism Poster</u></p> <p>Instruction: Are there any historical places that are related by a certain story or historical event in your hometown?</p> <ul style="list-style-type: none"> • Work in pairs or a group of 3 students • plan a tourism poster containing 2 descriptive paragraphs about 2 places that you have decided: <ol style="list-style-type: none"> 1. Write a descriptive paragraph to describe each of those landmarks with the aim to promote them to your readers as tourist destinations. Include interesting pictures of the landmarks. 2. Arrange your paragraphs and pictures to create an attractive poster. For your paragraphs, you need to make sure: <ol style="list-style-type: none"> a) to have one topic sentence with a clear controlling idea in each paragraph. b) to implement spatial order in your descriptions. c) that you have included sensory words in your description. d) that you use proper grammar and vocabulary. e) that each of your paragraphs does not exceed 250 words. <p>You have 3 weeks to complete this project. On the final week of this project, you will be required to present your poster in a gallery walk session.</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"> 1. identify the purposes, language features and organization of descriptive paragraphs that describe a person 2. identify the purposes, language features and organization of narrative paragraphs 3. determine proper main topic for a descriptive paragraph that describe a person 4. develop the main topic into supporting ideas to construct a descriptive paragraph outline to describe a person 5. cluster the ideas following the logical organization of a descriptive paragraph to describe a person 6. develop outline into a draft of descriptive paragraph that describe a person 7. determine proper main topic for a narrative paragraph 8. develop the main topic into supporting ideas to construct a narrative paragraph outline 9. cluster the ideas following the logical organization of a narrative paragraph 10. develop outline into a draft of narrative paragraph 11. employ procedure of self-review on the paragraph draft 12. employ procedure of peer-review on the paragraph draft 13. employ the editing and revising procedure to edit and revise the draft of descriptive paragraph based on the results of self and peer reviews 	<ul style="list-style-type: none"> • Observation • Written project • presentation 	<p style="text-align: center;"><u>Writing a Tourism Poster (part 2)</u></p> <p>Instruction: Work in pairs or in a group of three students. Plan a tourism poster containing a descriptive and a narrative paragraph:</p> <p>A. Who is the main figure/ character involved in the history behind the places that you describe in your previous poster project? Write a descriptive paragraph to describe that person! For your paragraph, you need to make sure:</p> <ol style="list-style-type: none"> a) to have one topic sentence with a clear controlling idea. b) to implement spatial order in your descriptions. c) that you have included sensory words in your description. d) that you use proper grammar and vocabulary. <p>B. What is the history/ story that link the places described in the previous poster project? Write a narrative paragraph to tell the story! For your paragraph, you need to make sure:</p> <ol style="list-style-type: none"> a) to have one topic sentence with a clear controlling idea. b) to implement sequential order in your descriptions. c) that you use proper grammar and vocabulary. <p>Make sure that each of your paragraphs does not exceed 250 words.</p> <p>You have 5 weeks to complete this project. On the final week of this project, you will be required to present your poster in a gallery walk session.</p>	<p>Holistic rubric</p>	<p>30%</p>

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
14. employ the editing and revising procedure to edit and revise the draft of narrative paragraph based on the results of self and peer reviews 15. explain the descriptive paragraph presented in the poster 16. explain the narrative paragraph presented in the poster 17. employ procedure of peer-review on the paragraphs presented in the poster				

➤ **Rubric**

Paragraph Writing Rubric

	5	3	1
Topic Sentence	Topic sentence has a specific controlling idea. <ul style="list-style-type: none"> • clear purpose • appropriate audience 	The topic sentence' purpose is unclear. It needs a more specific controlling idea.	The topic sentence does not guide the paragraph. There is no controlling idea.
UNITY	Paragraphs have three supporting sentences and detail sentences that relate to the topic sentence.	Paragraphs have two supporting sentences that relate to the topic sentence. One sentence doesn't fit.	There are some supporting sentences, but two or more sentences don't fit.
Conclusion	<ul style="list-style-type: none"> • Logical conclusion Conclusion builds onto the topic sentence/ restates the idea. It gives a suggestion, some advice/ opinion	The concluding sentence only repeats the topic sentence It needs to be: <ul style="list-style-type: none"> • paraphrased • more interesting 	There is no logical concluding sentence.
Mechanics	There are no errors in: <ul style="list-style-type: none"> • punctuation • capitalization • spelling 	Paragraph has one or two punctuation, capitalization, and/ or spelling errors.	Paragraph has three or more errors in punctuation, capitalization and/or spelling

CLARITY	<ul style="list-style-type: none"> • specific vocabulary • clear meaning • writing sounds natural 	Some of the words seem right, but there is too much repetition.	The choice of words is not right. The words are too simple or vague.
Coherence	<ul style="list-style-type: none"> • Correct Grammar • Many compound/ complex sentences. • Transitions make a good “flow” 	<ul style="list-style-type: none"> • Some grammar problems • There are compound and complex sentences but you need more transitions. 	<ul style="list-style-type: none"> • too many grammar problems • simple sentences • few transitions

Poster Writing Rubric

Category	20	17	14	10
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 1 meter away.	Almost all items of importance are clearly labeled with labels that can be read from at least 1 meter away.	Many items of importance on the poster are clearly labeled with labels that can be read from at least 1 meter away.	Labels are too small to view OR no important items were labeled.
Graphics – Relevance	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic.
Attractiveness	The poster is exceptionally attractive in terms of design, layout and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical/ mechanical errors on the poster.	There are 1 – 2 grammatical/ mechanical errors on the poster.	There are 3-4 Grammatical/ mechanical errors on the poster.	There are more than 4 grammatical/ mechanical errors on the poster.

Learning Steps Rubric

Aspects	Criteria and Score			
	Excellent	Good	Fair	Poor
	4	3	2	1
Planning (giving essential questions; designing a plan for project)	Students are able to arrange project planning systematically.	Students are able to develop systematic project planning. However, it does not fit the criteria.	Students are not really able to compile project planning systematically and it does not fit the criteria.	Students still need guidance in preparing project plans.
Data Collection (collecting data for the project)	Students collect data completely, systematically and fit the project objectives.	Students collect data entirely and systematically. However, it does not fit the project objectives.	Students collect data completely. However, it is less systematic and not suitable for the project objectives.	Students collect data incompletely, unsystematically and it does not fit the project objectives.
Data Processing (creating the project)	Students are able to analyse and use the data systematically based on the project objectives.	Students are able to analyse and use the data based on the project objectives. However, it is less systematic.	Students are able to analyse, but they are incapable of using the data based on the project objectives.	Students are incapable to analyse and use the data based on the project objectives.
Reporting (presenting the project; evaluating the project)	Students are able to present the appropriate project results with proper language.	Students are able to present the Correct project results but with inappropriate language.	Students are less able to present the correct project results. However, they present it with proper language.	Students are not able to present the correct project results and present them with inappropriate language rules.

Individual Score (based on each Rubric) = $\frac{\text{Total Score}}{\text{Maximum Score}} \times 100$

Total score = 50% PWS + 20% PsWS + 30% LSS

Note :

PWS : Paragraph Writing Score

PsWS : Poster Writing Score

LSS : Learning Stages Score

Surabaya,

Mengetahui,
Koordinator Program Studi Pendidikan Bahasa Inggris Unesa

A handwritten signature in blue ink, consisting of a large, sweeping loop on the left and several smaller, more intricate strokes on the right.

Dr. Him'mawan Adi Nugrogo, S.Pd., M.Pd.
NIP. 197511172003121001

Dosen,

A handwritten signature in blue ink, featuring a large, stylized 'E' on the left and several vertical, parallel strokes on the right.

Eva Rahmawati, M.Pd.
NIP. 198708102014042001

Sample of Students' Reflective Journals

Sample 1

STUDENT'S REFLECTIVE JOURNAL		
Course : Essential Writing Skills Lecturer : Eva Rahmawati, S.Pd., M.Pd. Class : 2022 F Meeting : 9 Student's Name : Naviga Meylani Bella		
Stage	Probing questions	Student's Reflective Note
Context	<ul style="list-style-type: none"> • What was the main topic of discussion? • what were the activities, quizzes, and exams that the class had? 	<ul style="list-style-type: none"> • The main topic of discussion is about descriptive text. • My class had a presentation and project based as a learning system. Me and my partner need to observe our hometown to make a descriptive text. After observation, we make an outline, after the outline is done we must develop it into a paragraph. After that, the lecture check our project and asked us to present it.
Action	<ul style="list-style-type: none"> • What did I do during the meeting(s)? • Why did I choose to do this? • What else happened during the meeting(s)? • What other actions could I have chosen to help my learning? 	<ul style="list-style-type: none"> • I learn about how to write descriptive paragraph • I choose to do this because it's fun to observe my hometown and actually i want to be writer someday, so this material is pretty important for me. • I did a discussion with my peer and the lecture.
Results	<ul style="list-style-type: none"> • Did I accomplish what I wanted (in terms of learning)? • Did my actions help me accomplish what I wanted in the way I expected? 	<ul style="list-style-type: none"> • yes i did, i accomplished my project with my peer.

	<ul style="list-style-type: none"> • What are the implications of my actions on my learning progress in the future? • Could different actions have given me the same result? • Is there a way I could improve my learning? 	<ul style="list-style-type: none"> • it can develop my writing skills and also increase my knowledge about types of paragraph. • I can start to write something that i like and then I'll ask my friend to give a feedback to make sure that something that i write is good enough or not.
Learning	<ul style="list-style-type: none"> • What did I learn from the experience? • Would I do the same thing again or would I change something? • What should I do next time I'm in a similar experience? • Should I change anything about the way I do things? What changes do I plan to make? 	<ul style="list-style-type: none"> • i learn how to write descriptive paragraph. • No, i wouldn't change anything. But i can collaborate some technique to make my paragraph. • I'll do the same things from i learned before

Sample 2

STUDENT'S REFLECTIVE JOURNAL		
Course : Essential Writing Skills Lecturer : Eva Rahmawati, S.Pd., MPd. Class : 2022 F Meeting : 9 Student's Name : Lina Lubabatul Karimah		
Stage	Probing questions	Student's Reflective Note
Context	<ul style="list-style-type: none">• What was the main topic of discussion?• what were the activities, quizzes, and exams that the class had?	<ul style="list-style-type: none">• We discuss about Descriptive Text.• For the exam, We was divided into several groups whose several person that come from same hometown. we write descriptive text that tell about historical place in our hometown, then we was presented our text.
Action	<ul style="list-style-type: none">• What did I do during the meeting(s)?• Why did I choose to do this?• What else happened during the meeting(s)?• What other actions could I have chosen to help my learning?	<ul style="list-style-type: none">• I listened to the lecturer's explanation and asked if I didn't understand the topic being taught, and I also answered some of the questions asked by the lecturer when the class being held.• Because I want to be more actively and I want to understand the topic• We also discuss with pairs during the meetings to know the best answer for the question. because we got group work, during the meeting, we also had group discussions to find the best historical places for the exam.• I read a book that explain about descriptive text, I watch video in youtube to improve my speaking skills, and also I looking for vocabularies that I didn't know the meanings in dictionary.
Results	<ul style="list-style-type: none">• Did I accomplish what I wanted (in terms of learning)?	<ul style="list-style-type: none">• Yes, my memorization of vocabulary was increased, more than when I was at school.• Little bit, because I already have some mistake for my writing text and my presentation.• I will learn more about English lesson.

	<ul style="list-style-type: none"> • Did my actions help me accomplish what I wanted in the way I expected? • What are the implications of my actions on my learning progress in the future? • Could different actions have given me the same result? • Is there a way I could improve my learning? 	<ul style="list-style-type: none"> • Yes, When listened to the lecturer's explanation and asked for the topic, For the result that I can understand the topic. • Yes, I should more read a lot of book that can improve my reading, writing and my vocabulary memorization skills. And I should watch English video that can improve my listening and speaking skills.
Learning	<ul style="list-style-type: none"> • What did I learn from the experience? • Would I do the same thing again or would I change something? • What should I do next time I'm in a similar experience? • Should I change anything about the way I do things? What changes do I plan to make? 	<ul style="list-style-type: none"> • I learn about what should we do in presentation, and how to write a best text. • I must change some thing, I really disappointed for my text, because the grammar was so untidy. Therefore I should to learn more about grammar especially about adjective clause. • I should more actively, I should learn about how to be a good presentation, I should more attention to my pronunciation when I speaking to present our text and my grammar for my writing text. • Yeah, I should change some thing, it's the way I learn. I shouldn't study alone, I need a partner for discussion, because what I learn might be still wrong. However We was divided into several groups, but my groups didn't discuss more actively.