



## COURSE SYLLABUS

Revision Date : 2 November 2017

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Doc No. :

Study Program : English Education  
 Faculty : Faculty of Languages and Arts  
 Course : Paragraph Writing  
 Course Code : 2024212018  
 Semester/Credit Hours : 1/2  
 Pre-requisite : -  
 Lecturer(s) : Team

Program Learning Outcomes : (PLO) Students are able to:  
 1. Demonstrate speaking and writing competence at the level of B2 CEFR  
 8. Demonstrate the oral and written skills in communicating knowledge about English instructions.

Learning Outcomes (CLO) : Students are able to:  
 1. Possessing knowledge of the process of writing, paragraph structure and principles of unity and coherence required for Paragraph Writing;  
 2. Being able to 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;  
 3. Being 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 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

Description :  
 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 the principles of unity and coherence. To accommodate the achievement of learning outcome, the course is conducted through lecturer's brief presentation, class

discussion, and paragraph writing workshops (project) 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.

References :

1. Juzwiak, Christ. 2012. Stepping stones: A Guided Approach to Writing Sentences and Paragraphs. Boston: Bedford/St. Martin's.
2. Kizner, 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.

**A. Teaching-Learning Activity**

| Meetings | Learning Objectives   | Indicators  | Materials   | Approach/Model/Method/Learning Strategy   | Learning Source/Media  | Time Allotment | Learning Experience   |
|----------|---|---|---|---|--|----------------|---|
| 1        | <ol style="list-style-type: none"> <li>1. To <b>understand</b> the stages in process writing</li> <li>2. To <b>understand</b> mechanics in writing</li> </ol> | To be able to: <ol style="list-style-type: none"> <li>1. <b>identify</b> the stages in process writing</li> <li>2. <b>describe</b> the stages in process writing</li> <li>3. <b>edit</b> error in writing related to mechanics</li> </ol> | <ul style="list-style-type: none"> <li>• The stages in process writing: pre-writing, drafting, reviewing and revising, rewriting</li> <li>• Mechanics [2], [4]</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Handout compiled from: [1], [2]</li> <li>• Presentation slides</li> </ul> | 2 x 50 minutes | <ul style="list-style-type: none"> <li>• Identifying the stages in process writing</li> <li>• Describing the stages in process writing</li> <li>• Identifying error in writing related to mechanics</li> <li>• Editing error in writing related to mechanics</li> </ul> |
| 2        | <ol style="list-style-type: none"> <li>1. To <b>understand</b> the characteristics</li> </ol>   | To be able to: <ol style="list-style-type: none"> <li>1. <b>explain</b> the definition of a paragraph</li> </ol>  | <ul style="list-style-type: none"> <li>• Understanding a paragraph</li> <li>• The structure of a paragraph: topic sentence,</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Handout compiled from: [2], [3]</li> <li>• Presentation slides</li> </ul> | 2 x 50 minutes | <ul style="list-style-type: none"> <li>• Explaining the definition of a paragraph</li> <li>• distinguishing a good paragraph</li> </ul>   |

| Meetings | Learning Objectives  | Indicators   | Materials  | Approach/Model/ Method/Learning Strategy | Learning Source/ Media  | Time Allotment | Learning Experience   |
|----------|--|--|--|--|---|----------------|---|
|          | <p>of a paragraph</p> <p>2. To <b>analyze</b> the parts of a paragraph</p> <p>3. To <b>analyse</b> the characteristics of a topic sentence</p> | <p>2. <b>create</b> unity in a paragraph</p> <p>3. <b>explain</b> the parts of a paragraph</p> <p>4. <b>explain</b> the characteristics of a proper topic sentence</p> <p>5. <b>select</b> an appropriate topic sentence for a paragraph</p> | <p>supporting sentences, and concluding sentence</p> <ul style="list-style-type: none"> <li>• Topic &amp; topic sentence [2], [4]</li> </ul> |  | <ul style="list-style-type: none"> <li>• Sample of students' writing for dissecting parts of paragraph</li> </ul> |                | <ul style="list-style-type: none"> <li>• Eliminating unrelated sentences from a paragraph</li> <li>• adding proper supporting sentences to create unity in a paragraph</li> <li>• <b>identifying</b> the three parts of a paragraph</li> <li>• recognizing a topic in a paragraph</li> <li>• <b>identifying</b> the topic sentence in a paragraph</li> <li>• <b>identifying</b> the parts of a topic sentence</li> <li>• <b>explaining</b> the parts of a topic sentence</li> <li>• <b>finding</b> the main ideas in the topic sentence</li> <li>• <b>selecting</b> an appropriate</li> </ul> |

| Meetings | Learning Objectives   | Indicators  | Materials   | Approach/Model/ Method/Learning Strategy  | Learning Source/ Media  | Time Allotment | Learning Experience  |
|----------|---|---|---|---|---|----------------|--|
|          |   |   |   |   |   |                | topic sentence for a paragraph <ul style="list-style-type: none"> <li>• <b>giving</b> reasons of a weak topic sentence</li> </ul>  |
| 3        | <ol style="list-style-type: none"> <li>1. To <b>understand</b> the characteristics of descriptive paragraphs</li> <li>2. To <b>understand</b> the types of descriptive paragraph</li> <li>3. To <b>understand</b> the purposes for writing descriptive paragraph</li> <li>4. To <b>create</b> an appropriate topic sentence for a descriptive paragraph that describes a place</li> </ol> | <p>To be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Explain</b> the characteristics of descriptive paragraphs</li> <li>2. <b>Explain</b> the organization of descriptive paragraphs</li> <li>3. <b>list</b> the types of descriptive paragraph</li> <li>4. <b>describe</b> the different purposes of descriptive paragraph</li> <li>5. <b>differentiate</b> descriptive paragraphs based on their types and purposes</li> <li>6. <b>choose</b> an appropriate topic for a</li> </ol> | <ul style="list-style-type: none"> <li>• Descriptive paragraph: <ol style="list-style-type: none"> <li>a. types</li> <li>b. purposes</li> <li>c. organization</li> </ol> </li> <li>• The characteristics of a topic sentence and its parts: <ol style="list-style-type: none"> <li>a. Main idea</li> <li>b. Controlling idea</li> </ol> </li> <li>• Five senses</li> <li>• Spatial order</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> <li>• Pair work</li> <li>• Writing project</li> </ul> | <ul style="list-style-type: none"> <li>• Handout compiled from: [2], [3]</li> <li>• Presentation slides</li> <li>• Sample of students' writing</li> </ul> | 2 x 50 minutes | <ul style="list-style-type: none"> <li>• <b>Choosing</b> a good example of a descriptive paragraph</li> <li>• <b>Identifying</b> the characteristics of a descriptive paragraph</li> <li>• <b>Identifying</b> sensory words in a a descriptive paragraph</li> <li>• <b>Identifying</b> spatial order in a descriptive paragraph</li> <li>• <b>Arranging</b> the organization of a descriptive paragraph</li> <li>• <b>mentioning</b> the types of descriptive paragraph</li> </ul> |

| Meetings | Learning Objectives | Indicators   | Materials | Approach/Model/ Method/Learning Strategy | Learning Source/ Media | Time Allotment | Learning Experience   |
|----------|---------------------|--|-----------|--|------------------------|----------------|---|
|          |                     | <p>descriptive paragraph about a place</p> <p>7. <b>write</b> an appropriate topic sentence for a descriptive paragraph that describes a place</p> |           |  |                        |                | <ul style="list-style-type: none"> <li>• <b>describing</b> the different purposes of descriptive paragraph</li> <li>• <b>differentiating</b> descriptive paragraphs based on their types and purposes</li> <li>• <b>choosing</b> an appropriate topic for a descriptive paragraph about a place</li> <li>• <b>selecting</b> an appropriate topic sentence for a descriptive paragraph about a place</li> <li>• <b>writing</b> an appropriate topic sentence for a descriptive paragraph that</li> </ul> |

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|----------|---|---|--|--|---|----------------|---|
|          |   |   |  |  |   |                | describes a place   |
| 4        | <ol style="list-style-type: none"> <li>To <b>analyse</b> his/her own topic sentence</li> <li>To <b>create</b> an outline of a descriptive paragraph that describes place based on the revised topic sentence</li> <li>To <b>create</b> a concluding sentence for a descriptive paragraph</li> </ol> | <p>To be able to:</p> <ol style="list-style-type: none"> <li><b>Carry out</b> self editing toward his/her own topic sentence into a proper topic sentence</li> <li><b>identify</b> the structure of a paragraph's outline</li> <li><b>select</b> relevant ideas for development in the outline</li> <li><b>categorize</b> the kinds of information required to construct an outline for descriptive paragraph about places</li> <li><b>construct</b> the outline of a paragraph</li> <li><b>paraphrase</b> the topic</li> </ol> | <p>Descriptive paragraph (place)</p> <ul style="list-style-type: none"> <li>structure of an outline (examples): supporting sentences, and concluding sentence [2], [4])</li> <li>Developing an outline for a descriptive paragraph [2]</li> <li>The characteristics of a concluding sentence and its parts [1], [2]</li> </ul> | <ul style="list-style-type: none"> <li>Lecture</li> <li>Small group discussion</li> <li>Writing project</li> </ul> | <ul style="list-style-type: none"> <li>Handout compiled from: [1], [2], [3]</li> <li>Presentation slides</li> </ul> | 2 x 50 minutes | <ul style="list-style-type: none"> <li><b>Identifying</b> error in his/her own topic sentence</li> <li><b>Editing</b> his/her own topic sentence based on the main parts (main idea and controlling idea) to make up a proper topic sentence</li> <li><b>identifying</b> the structure of a paragraph's outline</li> <li><b>brainstorming</b> relevant ideas for development in the outline</li> <li><b>categorizing</b> the kinds of information required to construct an</li> </ul> |

| Meetings | Learning Objectives                         | Indicators   | Materials  | Approach/Model/ Method/Learning Strategy  | Learning Source/ Media  | Time Allotment | Learning Experience  |
|----------|---|--|--|---|---|----------------|--|
|          |   | sentence of a paragraph into a proper concluding sentence  |  |   |   |                | outline for descriptive paragraph about places <ul style="list-style-type: none"> <li>• <b>mentioning</b> sensory words in the outline of a paragraph</li> <li>• <b>identifying</b> the parts of a proper concluding sentence for a descriptive paragraph</li> <li>• <b>developing</b> the parts to make a proper concluding sentence for a descriptive paragraph</li> </ul> |
| 5        | 1. To <b>create</b> cohesion in a paragraph | To be able to:<br>1. <b>recognize</b> cohesive devices in a descriptive paragraph<br>2. <b>use</b> the proper cohesive | <ul style="list-style-type: none"> <li>• Cohesive devices for descriptive paragraphs (transition signals)</li> <li>• Unity in Writing</li> <li>• [3], [5]</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small group discussion</li> <li>• Pair work</li> <li>• Writing project</li> </ul> | <ul style="list-style-type: none"> <li>• Handout from: [3]</li> <li>• Presentation slides</li> <li>• Sample of students' writing</li> </ul> | 2 x 50 minutes | <ul style="list-style-type: none"> <li>• <b>Identifying</b> cohesive devices in a descriptive paragraph</li> <li>• <b>giving examples</b> of some cohesive</li> </ul>  |

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|----------|--|---|---|--|--|----------------|--|
|          |  | <p>devices in a paragraph</p> <p>3. <b>apply</b> the proper cohesive device to write a coherent descriptive paragraph</p> |   |  |  |                | <p>devices for a descriptive paragraph</p> <ul style="list-style-type: none"> <li>• <b>choosing</b> the proper cohesive devices to complete a sentence</li> <li>• <b>choosing</b> the proper cohesive devices to complete a paragraph</li> <li>• <b>applying</b> the proper cohesive device to write a coherent descriptive paragraph</li> </ul> |
| 6        | 1. To <b>create</b> a descriptive paragraph of places from the outline | To be able to:<br>1. <b>organize</b> selected ideas based on an assigned construction to form a paragraph                 | <ul style="list-style-type: none"> <li>• Clustering and organizing ideas from outline to a paragraph [3]</li> <li>• Drafting a descriptive paragraph that describes places</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Writing project</li> </ul> | <ul style="list-style-type: none"> <li>• Handout compiled from: [2], [3]</li> <li>• Presentation slides</li> </ul> | 2 x 50 minutes | <ul style="list-style-type: none"> <li>• <b>Organizing</b> selected ideas based on an assigned construction to form a paragraph</li> </ul>   |



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|----------|--|--|---|--|--|----------------|--|
|          |  | <ol style="list-style-type: none"> <li>2. <b>develop</b> the selected ideas into proper supporting sentences to form a paragraph</li> <li>3. <b>use</b> proper sensory words as details in a descriptive paragraph of places</li> </ol>          | [1], [2], [4]   |  |  |                | <ul style="list-style-type: none"> <li>• <b>developing</b> the selected ideas into proper supporting sentences</li> <li>• <b>Drafting</b> a descriptive paragraph that describes places</li> <li>4. <b>Using</b> proper sensory words as details in a descriptive paragraph of places</li> </ul> |
| 7        | <ol style="list-style-type: none"> <li>1. To <b>analyse</b> his/her own descriptive paragraph</li> <li>2. To <b>analyse</b> his/her classmates' descriptive paragraph</li> </ol> | <p>To be able to:</p> <ol style="list-style-type: none"> <li>1. To <b>carry out</b> self-editing activity towards his/her own descriptive paragraph</li> <li>2. To <b>carry out</b> peer-editing activity towards his/her classmates'</li> </ol> | <ul style="list-style-type: none"> <li>• Procedure and aspects to assess in self – editing process</li> <li>• Procedure and aspects to assess in peer – editing process [3], [4]</li> <li>• Editing and revising</li> </ul> | <ul style="list-style-type: none"> <li>• Pair work</li> <li>• Writing project</li> </ul> | <ul style="list-style-type: none"> <li>• Handout compiled from: [2], [3]</li> <li>• Presentation slides</li> </ul> | 2 x 50 minutes | <ul style="list-style-type: none"> <li>• <b>giving example</b> of procedure of self-editing</li> <li>• <b>identifying</b> aspects being assessed in self-editing process</li> <li>• <b>demonstrating</b> self-editing procedure</li> <li>• <b>giving example</b> of</li> </ul>                   |

| Meetings | Learning Objectives   | Indicators   | Materials   | Approach/Model/Method/Learning Strategy  | Learning Source/Media  | Time Allotment | Learning Experience  |
|----------|---|--|---|--|--|----------------|--|
|          |   | descriptive paragraph  |   |  |  |                | procedure of peer editing <ul style="list-style-type: none"> <li>• <b>identifying</b> aspects being assessed in peer editing activity</li> <li>• <b>demonstrating</b> peer editing procedure for a paragraph</li> </ul>  |
| <b>8</b> |   |  |   |  |  |                |  |
| 9        | <ol style="list-style-type: none"> <li>1. To <b>create</b> an appropriate topic sentence for a descriptive paragraph that describes people</li> <li>2. To <b>create</b> an outline for a descriptive paragraph that describes people</li> </ol> | <b>To be able to:</b> <ol style="list-style-type: none"> <li>1. <b>write</b> an appropriate topic sentence for a descriptive paragraph that describes people</li> <li>2. <b>construct</b> the outline of a descriptive paragraph about people using the vocabulary words related to traits &amp; appearance</li> </ol> | <b>Descriptive paragraphs: People</b> <ul style="list-style-type: none"> <li>• Vocabulary (traits &amp; appearance)</li> <li>• Examples of descriptive paragraphs: People [3], [4]</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Writing project</li> </ul> | <ul style="list-style-type: none"> <li>• Handout compiled from: [2], [3]</li> <li>• Presentation slides</li> </ul> | 2 x 50 minutes | <ul style="list-style-type: none"> <li>• <b>Selecting</b> an appropriate topic sentence for a descriptive paragraph that describes people</li> <li>• <b>constructing</b> the parts (main idea and controlling idea) that make up a proper topic sentence for a descriptive paragraph that</li> </ul> |

| Meetings | Learning Objectives | Indicators  | Materials | Approach/Model/ Method/Learning Strategy | Learning Source/ Media | Time Allotment | Learning Experience   |
|----------|---------------------|---|-----------|--|------------------------|----------------|---|
|          |                     | 3. <b>use</b> vocabulary words related to traits & appearance<br>4. <b>construct</b> a proper concluding sentence from the main idea of a paragraph |           |  |                        |                | describes people<br><ul style="list-style-type: none"> <li>• <b>categorizing</b> the kinds of information required to construct an outline for descriptive paragraph about people</li> <li>• <b>organizing</b> selected supporting ideas following the organization of descriptive paragraph about people</li> <li>• <b>using</b> vocabulary words related to traits &amp; appearance in the outline</li> <li>• <b>paraphrasing</b> the main idea of a paragraph into a proper</li> </ul> |

| Meetings | Learning Objectives   | Indicators  | Materials  | Approach/Model/Method/Learning Strategy  | Learning Source/Media  | Time Allotment | Learning Experience   |
|----------|---|---|--|--|--|----------------|---|
|          |   |   |  |  |  |                | concluding sentence   |
| 10       | <ol style="list-style-type: none"> <li>1. <b>To analyse</b> his/her own outline for a descriptive paragraph that describes people</li> <li>2. To <b>create</b> a descriptive paragraph that describes people</li> </ol> | <p>To be able to:</p> <ol style="list-style-type: none"> <li>1. To <b>carry out</b> self-editing activity towards his/her own outline for a descriptive paragraph that describes people</li> <li>2. <b>draft</b> a descriptive paragraph of people from the outline</li> <li>3. <b>apply</b> the proper cohesive device to write a coherent descriptive paragraph about people</li> </ol> | <ul style="list-style-type: none"> <li>• Outlining a descriptive paragraph that describes people</li> <li>• Drafting a descriptive paragraph that describes people [3], [4]</li> </ul> | <ul style="list-style-type: none"> <li>• Pair work</li> <li>• Writing project</li> </ul> | <ul style="list-style-type: none"> <li>• Handout compiled from: [2], [3]</li> <li>• Presentation slides</li> </ul> | 2 x 50 minutes | <ul style="list-style-type: none"> <li>• <b>Identifying</b> errors in his/her own outline</li> <li>• <b>Revising</b> his/her own outline</li> <li>• <b>developing</b> the supporting ideas into proper supporting sentences</li> <li>• <b>using</b> vocabulary words related to traits &amp; appearance</li> <li>• <b>using</b> the proper cohesive device to write a coherent descriptive paragraph</li> </ul> |
| 11       | <ol style="list-style-type: none"> <li>1. To <b>analyse</b> his/her own descriptive paragraph</li> </ol>  | <p><b>To be able to:</b></p> <ol style="list-style-type: none"> <li>1. <b>Recognize</b> error in his/her</li> </ol>   | <ul style="list-style-type: none"> <li>• Editing and revising</li> </ul>   | <ul style="list-style-type: none"> <li>• Writing project</li> </ul>                      | <ul style="list-style-type: none"> <li>• Handout compiled from: [1], [2], [3]</li> </ul>                           | 2 x 50 minutes | <ul style="list-style-type: none"> <li>• <b>Identifying</b> errors in his/her own paragraph</li> </ul>  |

| Meetings | Learning Objectives   | Indicators  | Materials | Approach/Model/ Method/Learning Strategy | Learning Source/ Media | Time Allotment | Learning Experience   |
|----------|-----------------------|---|-----------|--|------------------------|----------------|---|
|          | that describes people | own descriptive paragraph that describes people<br>2. <b>Revise</b> his/her own descriptive paragraph that describes people |           |  |                        |                | <p>related to the organization</p> <ul style="list-style-type: none"> <li>• <b>Revising</b> the error in his/her own paragraph related to the organization</li> <li>• <b>Identifying</b> errors in his/her own paragraph related to the use of cohesive devices and vocabulary related to traits &amp; appearance</li> <li>• <b>Revising</b> his/her own paragraph descriptive paragraph using the proper cohesive devices and vocabulary related to traits &amp; appearance</li> </ul> |

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|----------|--|---|---|--|--|----------------|---|
| 12       | <ol style="list-style-type: none"> <li>To <b>understand</b> the types, purpose, and organization of narrative paragraphs</li> <li>To <b>apply</b> a proper time order signals (cohesive devices) in a narrative paragraph</li> <li>To <b>understand</b> an appropriate topic for a narrative paragraph based on personal experience</li> </ol> | <p>To be able to:</p> <ol style="list-style-type: none"> <li><b>differentiate</b> narrative paragraphs based on their types and purposes</li> <li><b>identify</b> the organization of a narrative paragraph</li> <li><b>use</b> the proper time signals used in a narrative paragraph</li> <li><b>select</b> an appropriate topic for a narrative paragraph based on personal experience</li> </ol> | <p><b>Narrative paragraphs (personal experience)</b></p> <ul style="list-style-type: none"> <li>Examples of Narrative paragraphs</li> <li>Types</li> <li>Purposes</li> <li>Organization</li> <li>Cohesive devices (Time order signals) [2] [3]</li> </ul> | <ul style="list-style-type: none"> <li>Lecture</li> <li>Small group discussion</li> <li>Pair work</li> </ul> | <ul style="list-style-type: none"> <li>Handout compiled from: [2] [3]</li> <li>Presentation slides</li> <li>Sample of students' writing</li> </ul> | 2 x 50 minutes | <ul style="list-style-type: none"> <li><b>listing</b> the types of narrative paragraph</li> <li><b>describing</b> the different purposes of narrative paragraph</li> <li><b>identifying</b> the organization of a narrative paragraph</li> <li><b>identifying</b> the time signals used in a narrative paragraph</li> <li><b>choosing</b> a proper time order signals to complete a narrative paragraph</li> <li>identifying an appropriate topic for a narrative paragraph</li> <li><b>selecting</b> an appropriate</li> </ul> |

| Meetings | Learning Objectives  | Indicators   | Materials  | Approach/Model/ Method/Learning Strategy   | Learning Source/ Media   | Time Allotment | Learning Experience  |
|----------|--|--|--|--|--|----------------|--|
|          |  |  |  |  |  |                | topic for a narrative paragraph based on personal experience   |
| 13       | <ol style="list-style-type: none"> <li>To <b>create</b> a topic sentence for a narrative paragraph based on personal experience</li> <li>To <b>create</b> an outline for a narrative paragraph based on personal experience</li> </ol> | <p>To be able to:</p> <ol style="list-style-type: none"> <li><b>construct</b> the parts (main idea and controlling idea) that make up a proper topic sentence for a narrative paragraph based on personal experience</li> <li><b>write</b> supporting ideas for a narrative paragraph based on personal experience</li> <li><b>construct</b> a proper concluding sentence from the main idea of a paragraph</li> </ol> | <ul style="list-style-type: none"> <li>Outlining a narrative paragraph based on personal experience [3]</li> </ul> | <ul style="list-style-type: none"> <li>Writing project</li> <li>Pair work</li> </ul> | <ul style="list-style-type: none"> <li>Handout compiled from: [2], [3]</li> <li>Presentation slides</li> </ul> | 2 x 50 minutes | <ul style="list-style-type: none"> <li><b>planning</b> an appropriate topic for a narrative paragraph based on personal experience</li> <li><b>developing</b> controlling ideas of the topic</li> <li><b>writing</b> the proper topic sentence for a narrative paragraph</li> <li><b>categorizing</b> the kinds of information required to construct an outline for narrative paragraph</li> </ul> |

| Meetings | Learning Objectives  | Indicators   | Materials   | Approach/Model/ Method/Learning Strategy   | Learning Source/ Media  | Time Allotment | Learning Experience   |
|----------|--|--|---|--|---|----------------|---|
|          |  |  |   |  |   |                | based on personal experience <ul style="list-style-type: none"> <li>• <b>selecting</b> most relevant ideas for further development in the outline</li> <li>• <b>constructing</b> a proper concluding sentence from the main idea of a paragraph</li> </ul>                        |
| 14       | 1. To <b>create</b> a narrative paragraph based on personal experience<br>2. To <b>create</b> coherence in a narrative paragraph | To be able to: <ol style="list-style-type: none"> <li>1. <b>develop</b> the supporting ideas from the outline into proper supporting sentences</li> <li>3. <b>organize</b> the supporting sentences to form a narrative paragraph</li> <li>2. <b>demonstrate</b> the proper use of some</li> </ol> | <ul style="list-style-type: none"> <li>• Drafting a narrative paragraph based on personal experience [2]</li> </ul> | <ul style="list-style-type: none"> <li>• Writing project</li> <li>• Pair work</li> </ul> | <ul style="list-style-type: none"> <li>• Handout compiled from: [2], [3]</li> </ul> | 2 x 50 minutes | <ul style="list-style-type: none"> <li>• <b>developing</b> the supporting ideas from the outline into proper supporting sentences</li> <li>• <b>organizing</b> the supporting sentences to form a narrative paragraph</li> <li>• <b>drafting</b> a narrative paragraph</li> </ul> |



| Meetings | Learning Objectives   | Indicators   | Materials  | Approach/Model/Method/Learning Strategy  | Learning Source/Media  | Time Allotment | Learning Experience   |
|----------|---|--|--|--|--|----------------|---|
|          |   | cohesive devices to create coherence in a narrative paragraph  |  |  |  |                | <ul style="list-style-type: none"> <li>• <b>using</b> the proper cohesive devices to create coherence</li> </ul>  |
| 15       | 1. To <b>analyse</b> his/her own narrative paragraph based on personal experience | <b>To be able to:</b> <ol style="list-style-type: none"> <li>1. <b>Recognize</b> error in his/her own narrative paragraph</li> <li>2. <b>Revise</b> his/her own narrative paragraph</li> </ol> | <ul style="list-style-type: none"> <li>• Editing and revising</li> </ul> | <ul style="list-style-type: none"> <li>• Writing project</li> <li>• Pair work</li> </ul> | <ul style="list-style-type: none"> <li>• Handout compiled from: [1], [2], [3]</li> </ul> | 2 x 50 minutes | <ul style="list-style-type: none"> <li>• <b>Identifying</b> errors in his/her own paragraph related to the organization</li> <li>• <b>Identifying</b> errors in his/her own paragraph related to the use of cohesive devices (time order signals)</li> <li>• <b>Revising</b> the error in his/her own paragraph related to the organization</li> <li>• <b>Revising</b> his/her own paragraph descriptive paragraph</li> </ul> |

| Meetings | Learning Objectives  | Indicators | Materials | Approach/Model/ Method/Learning Strategy | Learning Source/ Media | Time Allotment | Learning Experience                                    |
|----------|----------------------|------------|-----------|--|------------------------|----------------|--|
|          |                      |            |           |  |                        |                | using the proper cohesive devices (time order signals) |
| 16       | <b>End-term test</b> |            |           |  |                        |                |  |

## B. Assessment Blue-Print

### 1. Mid-term Test

| Indicators   | Assessment      |   |                |            |
|--|-----------------|---|----------------|------------|
|  | Forms           | Items   | Rubric/scoring | Weight (%) |
| 1. <b>edit</b> error in writing related to mechanics           | Error analysis  | <p><b>A. Correct the error related to mechanics (capitalization, punctuation, and spelling) in this paragraph. Then, rewrite the paragraph correctly on the lines.</b></p> <p><i>when you apply to a collage or university in the united states for an undergraduate or graduate degree, you are often asked to write a one-page statement of purpose This is a short essay that tells the university why you are applying, and also why you wuold be a good addition to their program. the essay below is from a taiwanese student wishing to enter a program in teaching english as a second language at western arizona university in the united states.</i></p> |                | 10%        |
| 2. <b>select</b> an appropriate topic sentence for a paragraph | Multiple choice | <p><b>B. Read this paragraph carefully.</b></p> <p>_____ Trail climbing is the easiest. Climbers just walk along trails to the top of a mountain. The trails are not very steep, and the mountains are small. Mount Wycheproof is the world’s smallest registered mountain which is located in Australia’s Terrick Terrick Range. The second</p>  |                | 10%        |

| Indicators  | Assessment |   |                |            |
|---|------------|---|----------------|------------|
|   | Forms      | Items   | Rubric/scoring | Weight (%) |
|   |            | <p>type, rock climbing, takes place on steeper slopes and bigger mountains. Climbers generally have to use special equipment such as climbing shoes, ropes, and metal nails called pitons. The third type is ice climbing. Many ice climbers practice rock climbing during the off-season. Ice climbing takes place only on very high mountains and requires a lot of special equipment. Equipment used in ice climbing includes ice axes and crampons, which are spikes attached to a climber's boots for walking on ice and hard snow. Indeed, the sport of mountain climbing can range from an easy uphill walk to a difficult climb up a frozen waterfall.</p> <p>1. Choose the best topic sentence for this paragraph<br/> a. Mountain climbing requires special skills and equipment.<br/> b. The sport of mountain climbing is practiced worldwide.<br/> c. There are three main types of mountain climbing.</p> |                |            |
| 3. <b>explain</b> the characteristics of a proper topic sentence  | essay      | 2. Determine the topic and the controlling idea from the chosen topic sentence in the previous number.  |                | 10%        |
| 4. <b>create</b> unity in a paragraph   | essay      | 3. Find two sentences that are off the topic.   |                | 5%         |
| 5. <b>recognize</b> cohesive devices in a paragraph   | essay      | 4. Look for three (3) transition signals in the paragraph. Write them down and indicate where you find them.  |                | 5%         |
| 6. <b>write</b> an appropriate topic sentence for a descriptive paragraph that describes a place<br>7. <b>organize</b> selected ideas based on an assigned construction to form a paragraph | essay      | <p><b>C. Write a descriptive paragraph about the classroom where you have this test now.</b></p> <p>In your paragraph, in addition to establishing cohesion and coherence, you have to include:</p> <p>a. A topic sentence (indicate this part by underlining it)<br/> b. Relevant supporting sentences<br/> c. The implementation of spatial order</p>   |                | 60%        |

| Indicators   | Assessment |   |                |            |
|--|------------|---|----------------|------------|
|  | Forms      | Items   | Rubric/scoring | Weight (%) |
| 8. <b>develop</b> the selected ideas into proper supporting sentences to form a paragraph<br>9. <b>apply</b> the proper cohesive device to write a coherent descriptive paragraph<br>10. <b>paraphrase</b> the topic sentence of a paragraph into a proper concluding sentence |            | d. Adjectives to illustrate the five senses (indicate this part by underlining it)<br>e. A concluding sentence (indicate this part by underlining it) |                |            |

## 2. End-term Test

| Indicators  | Assessment                   |  |                |              |                                  |                |                             |                              |      |      |            |         |  |     |
|---|------------------------------|--|----------------|--------------|----------------------------------|----------------|-----------------------------|------------------------------|------|------|------------|---------|--|-----|
|   | Forms                        | Items  | Rubric/scoring | Weight (%)   |                                  |                |                             |                              |      |      |            |         |  |     |
| 1. <b>use</b> the proper time signals used in a narrative paragraph | Paragraph completion         | <p><i>Complete the following paragraph with time order signals from the list provided and punctuate them correctly. Use each word or phrase once. Number 1 has been done for you.</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">First</td> <td style="width: 50%;">after dinner</td> </tr> <tr> <td>on the night before Thanksgiving</td> <td>in the morning</td> </tr> <tr> <td>about 3:00 in the afternoon</td> <td>before taking the first bite</td> </tr> <tr> <td>then</td> <td>soon</td> </tr> <tr> <td>after that</td> <td>finally</td> </tr> </table> <p style="text-align: center;"><b>Thanksgiving</b></p> <p>Thanksgiving in the United States is a day for families to be together and enjoy a traditional meal. (1) <u>On the night before Thanksgiving</u> our mother bakes a pumpkin pie, the traditional Thanksgiving dessert. (2) ___ she gets up early to prepare the other traditional dishes. (3) ___ she makes dressing. (4) ___ she stuffs the turkey with the dressing and puts the turkey into the oven to roast. (5) ___ she prepares the</p> | First          | after dinner | on the night before Thanksgiving | in the morning | about 3:00 in the afternoon | before taking the first bite | then | soon | after that | finally |  | 10% |
| First   | after dinner                 |  |                |              |                                  |                |                             |                              |      |      |            |         |  |     |
| on the night before Thanksgiving                                    | in the morning               |  |                |              |                                  |                |                             |                              |      |      |            |         |  |     |
| about 3:00 in the afternoon   | before taking the first bite |  |                |              |                                  |                |                             |                              |      |      |            |         |  |     |
| then  | soon                         |  |                |              |                                  |                |                             |                              |      |      |            |         |  |     |
| after that  | finally                      |  |                |              |                                  |                |                             |                              |      |      |            |         |  |     |

| Indicators  | Assessment |   |                |            |
|---|------------|---|----------------|------------|
|   | Forms      | Items   | Rubric/scoring | Weight (%) |
|   |            | rest of the meal. She cooks all day long. (6) ___ the family sits down at the table. (7) ___ everyone around the table says one thing that they are thankful for. (8) ___ we can begin to eat. We stuff ourselves just as full as Mother stuffed the turkey earlier in the day! (9) ___ we are all groaning because we have eaten too much. (10) ___ we collapse on the living room sofa and watch football games on TV. No one moves for at least two hours. |                |            |
| <p>2. <b>construct</b> the parts (main idea and controlling idea) that make up a proper topic sentence for a narrative paragraph</p> <p>3. <b>write</b> supporting ideas for a narrative paragraph based on personal experience</p> <p>4. <b>construct</b> a proper concluding sentence from the main idea of a paragraph</p> | essay      | <p>Select one of the following topics and write a simple paragraph outline for the topic that you have chosen.</p> <ul style="list-style-type: none"> <li>• An experience that put you in danger</li> <li>• A funny story that happened to you</li> <li>• A story from your childhood</li> <li>• An embarrassing story that happened to you</li> <li>• A story when you got lost</li> </ul>   |                | 20%        |
| <p>5. <b>develop</b> the supporting ideas from the outline into proper supporting sentences</p> <p>6. <b>organize</b> the supporting sentences to form a narrative paragraph</p> <p>7. <b>demonstrate</b> the proper use of some cohesive devices to create coherence in a narrative paragraph</p>                            | essay      | <p>Develop the outline on PART 1 into a good paragraph consisting of not more than 200 words.</p> <p>The aspects being assessed include:</p> <ol style="list-style-type: none"> <li>a. Topic sentence</li> <li>b. Supporting sentences</li> <li>c. Concluding sentence (optional)</li> <li>d. Transition signals</li> <li>e. Cohesion and Coherence</li> <li>f. Language use</li> <li>g. Mechanic (paragraph format, punctuation, and handwriting)</li> </ol> |                | 70%        |

**c. Grading Rubric**

**Descriptive Writing Scoring Rubric**

| Score          | Content   | Organization  | Sensory Detail   | Sentence Fluency   | Conventions   |
|----------------|---|---|--|--|---|
| 4<br>Excellent | The topic sentence stands out and is supported by many specific details.  | <ul style="list-style-type: none"> <li>• well-focused on the topic</li> <li>• logical organization</li> <li>• excellent transitions</li> <li>• easy to follow</li> </ul>                | includes details that appeal to at least three of the five senses (taste, touch, sound, sight, smell). | <ul style="list-style-type: none"> <li>• uses complete sentences</li> <li>• varying sentence structure and lengths</li> </ul>                                | <ul style="list-style-type: none"> <li>• proper grammar, usage</li> <li>• correct spelling</li> <li>• correct punctuation</li> <li>• correct capitalization</li> </ul>                    |
| 3<br>Good      | The topic sentence is clear but not focused. Idea is supported by details. There is one clear, well-focused topic | <ul style="list-style-type: none"> <li>• generally focused on the topic</li> <li>• some lapses in organization</li> <li>• some transitions</li> <li>• usually easy to follow</li> </ul> | Includes details that appeal to fewer than three of the five senses.                                   | <ul style="list-style-type: none"> <li>• uses complete sentences</li> <li>• generally simple sentence structures</li> </ul>                                  | <ul style="list-style-type: none"> <li>• few errors of grammar and usage</li> <li>• mostly correct spelling, punctuation and capitalization</li> </ul>                                    |
| 2<br>Fair      | The topic sentence is somewhat clear but, there is a need for more supporting information.                        | <ul style="list-style-type: none"> <li>• somewhat focused on the topic</li> <li>• poor organization</li> <li>• few transitions</li> <li>• difficult to follow</li> </ul>                | Includes details that appeal to only one of the five senses.   | <ul style="list-style-type: none"> <li>• occasional sentence fragment or run-on sentences</li> <li>• simple sentence structure is used repeatedly</li> </ul> | <ul style="list-style-type: none"> <li>• errors in grammar, usage and spelling sometimes make understanding difficult</li> <li>• some errors in punctuation and capitalization</li> </ul> |

|   |                   |  |   |  |   |   |
|---|-------------------|--|---|--|---|---|
| 1 | Needs improvement | The topic sentence is not clear. There is a slight attempt at support. | <ul style="list-style-type: none"> <li>• not focused on the topic</li> <li>• no clear organization</li> <li>• no transitions</li> <li>• difficult/impossible to follow</li> </ul> | Includes no details that appeal to one of the five senses. | <ul style="list-style-type: none"> <li>• frequent use of sentence fragments or run-on sentences</li> <li>• sentences are difficult to understand</li> </ul> | <ul style="list-style-type: none"> <li>• frequent errors in grammar, usage, spelling, capitalization and punctuation</li> <li>• make understanding difficult or impossible</li> </ul> |
|---|-------------------|--|---|--|---|---|

### Narrative Writing Scoring Rubric

| Score | Focus     | Content   | Organization   | Style  | Sentence Fluency   | Conventions   |  |
|-------|-----------|---|--|--|--|---|--|
| 4     | Excellent | The writer has a strong focus or theme that shows the writer understands the prompt. The writer's focus is strong throughout the writer's entire narrative. | The writer has an excellent storyline that includes sensory details, conflict, resolution, and other narrative elements. The writer's story is written in a correct order of events. | The writer's narrative has a clear beginning, middle, and end. The writer uses transition words properly. The writer has a complete introductory paragraph and a complete conclusion.          | The writer demonstrates an excellent use of language, including literary devices. The writer's sentences are clear and provide a visual image to the reader.         | <ul style="list-style-type: none"> <li>• uses complete sentences</li> <li>• varying sentence structure and lengths</li> </ul> | <ul style="list-style-type: none"> <li>• proper grammar, usage</li> <li>• correct spelling</li> <li>• correct punctuation</li> <li>• correct capitalization</li> </ul> |
| 3     | Good      | The writer has a clear focus that shows the writer understand the prompt. The writer's focus is strong for most of the writer's narrative.                  | The writer has a developed storyline with some sensory details, and other narrative story elements. The writer's story is written in a correct order of events.                      | The writer's narrative has a clear beginning, middle, and end. The writer uses transition words properly. The writer may have a topic sentence and a conclusion, but they may not be complete. | The writer shows a good use of language, and uses at least one literary device. The writer's sentences are clear and sometimes provide a visual image to the reader. | <ul style="list-style-type: none"> <li>• uses complete sentences</li> <li>• generally simple sentence structures</li> </ul>   | <ul style="list-style-type: none"> <li>• few errors of grammar and usage</li> <li>• mostly correct spelling, punctuation and capitalization</li> </ul>                 |

|   |                    |  |   |   |   |  |   |
|---|--------------------|--|---|---|---|--|---|
| 2 | Fair               | The writer has some focus or themes that demonstrate the writer understand most of the prompt. The writer does not follow this focus through most of the writer's narrative, which makes it unclear if the writer understand the prompt. | The writer's storyline has some details, but does not follow the general rules of writing a narrative. The writer's story events are not always in order. | The writer's main events are in order. The writer does not have a complete topic sentence or a complete conclusion.   | The writer has some mistakes in language, which make it difficult to understand some points. The writer does not use literary devices, and visual images are not clear. | <ul style="list-style-type: none"> <li>occasional sentence fragment or run-on sentences</li> <li>simple sentence structure is used repeatedly</li> </ul> | <ul style="list-style-type: none"> <li>errors in grammar, usage and spelling sometimes make understanding difficult</li> <li>some errors in punctuation and capitalization</li> </ul> |
| 1 | Needs improve ment | The writer has little or no focus or theme, which makes it seem like the writer don't understand the prompt.   | The writer's storyline is missing some important details, and it is not written in narrative form. The writer's story events are not always in order.     | The writer's main events may not be in correct order, which makes the narrative hard to understand. The writer's topic sentence and conclusion are incomplete or missing. | The writer has very little control of the writer's language and sentences. The writer do not has literary devices or images for the reader.                             | <ul style="list-style-type: none"> <li>frequent use of sentence fragments or run-on sentences</li> <li>sentences are difficult to understand</li> </ul>  | <ul style="list-style-type: none"> <li>frequent errors in grammar, usage, spelling, capitalization and punctuation make understanding difficult or impossible</li> </ul>              |

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