

DESCRIPTIVE AND NARRATIVE WRITING ESSAY

FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA

WORKLOAD ASSESMENT
Descriptive and Narrative
Writing Essay
Academic Year 2017/2018

Coordinator:
Lisetyo Ariyanti

Team:

Dwi Nur Cahyani Sri Kusumaningtyas

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


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A. Lesson Plan and Course Assessment

	UNIVERSITAS NEGERI SURABAYA FACULTY OF LANGUAGES AND ART ENGLISH LITERATURE STUDY PROGRAM					Document Code																																															
LESSON PLAN																																																					
Course	Course Code	Course Cluster	Credit (sks)		Semester	Compilation Date																																															
Descriptive and Narrative Writing Essay	7920202039	Skill	T = 2	P = 0	2	-																																															
AUTHORIZATION		Lesson Plan Developer Dwi Nur Cahyani Sri Kusumaningtyas	Course Cluster Coordinator Lisetyo Ariyanti		Head of Study Programme Pratiwi Retnaningdyah, Ph.D																																																
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="44 737 346 1230" rowspan="8" style="vertical-align: top;"> Learning Outcomes (CP) </td> <td colspan="2" data-bbox="346 737 1094 813" style="background-color: #e0e0e0;"> Programme Learning Outcomes (PLO)-Study Programme imposed on courses </td> <td colspan="4"></td> </tr> <tr> <td data-bbox="346 813 516 889"> PLO 6 </td> <td data-bbox="516 813 2091 889"> Being able to create sound academic or non-academic works both oral and written for various audiences and purposes </td> <td colspan="4"></td> </tr> <tr> <td data-bbox="346 889 516 959"> PLO 7 </td> <td data-bbox="516 889 2091 959"> Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2 </td> <td colspan="4"></td> </tr> <tr> <td data-bbox="346 959 516 1036"> PLO 8 </td> <td data-bbox="516 959 2091 1036"> Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement </td> <td colspan="4"></td> </tr> <tr> <td colspan="2" data-bbox="346 1036 1094 1078" style="background-color: #e0e0e0;"> Course Learning Outcomes (CLO) </td> <td colspan="4"></td> </tr> <tr> <td data-bbox="346 1078 516 1154"> CLO 6 </td> <td data-bbox="516 1078 2091 1154"> Being able to compose descriptive and narrative essay writings, which include main ideas, supporting details and simple grammar patterns, are developed as foundation on writing skills </td> <td colspan="4"></td> </tr> <tr> <td data-bbox="346 1154 516 1196"> CLO 7 </td> <td data-bbox="516 1154 2091 1196"> Being able to describe objects in written form appropriately according to intermediate level </td> <td colspan="4"></td> </tr> <tr> <td data-bbox="346 1196 516 1230"> CLO 8 </td> <td data-bbox="516 1196 2091 1230"> Being able to show respect in giving response toward the feedback </td> <td colspan="4"></td> </tr> </table>					Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses						PLO 6	Being able to create sound academic or non-academic works both oral and written for various audiences and purposes					PLO 7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2					PLO 8	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement					Course Learning Outcomes (CLO)						CLO 6	Being able to compose descriptive and narrative essay writings, which include main ideas, supporting details and simple grammar patterns, are developed as foundation on writing skills					CLO 7	Being able to describe objects in written form appropriately according to intermediate level					CLO 8	Being able to show respect in giving response toward the feedback		
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Brief description of the course	This course is a continuation of paragraph writing course and is designed to help its participants master the concept of descriptive and narrative essay writing which integrates the process of writing, essay structure and principles of unity and coherence. Accordingly, the general discussion in this course includes inventing ideas and limiting subject of discussion as well as essay structure. To accommodate the achievement of learning outcome, the course is conducted through lecturer's presentation, class discussion, and writing practices for academic purposes																																																				
Study Materials: Learning	<ul style="list-style-type: none"> ● Develop paragraph ● Make an outline 																																																				

Materials		<ul style="list-style-type: none"> Describe the place or person Narrate the event 					
References		Main reference :					
		(1) Coe, Norman., et.al. 1986. <i>Writing Skills</i> . London: Cambridge University Press.					
		(2) Derewianka, Beverly. 1995. <i>Exploring How Text Work</i> . NSW Australia: Primary English Teaching Association.					
Lecturer (s)		Supplementary reading :					
		(1). Oshima, Alice and Ann Hogue. 1999. <i>Writing Academic English</i> . New York: Longman.					
		(2). Bailey, S. 2011. <i>Academic Writing: A Handbook for International Students (Third ed.)</i> . Oxon: Routledge.					
Course requirements		Paragraph Writing					
Week	The Final Ability of Each Learning Stage	Assessment		Form of Learning, Learning Methods, Student's Assessment, [Time estimation]		Learning Materials [Reading setlist]	Weight (%)
		Indicator	Criteria & Form	Offline face-to-face meeting	Online Learning		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	To understand the concept of invention stage in essay writi	<ul style="list-style-type: none"> to indicate an idea which is suitable as an essay topic to indicate the limit of an essay's discussion based on its topic to indicate the correct thesis statement based on a given topic 		Lecturing Discussion Writing Practice	-	invention stage: <ul style="list-style-type: none"> essay's topic limit of essay's discussion essay's thesis statement	

	To implement the concept of invention stage in essay writing	<ul style="list-style-type: none"> - to select an idea which is suitable as an essay topic - to construct a limitation for an essay's discussion to construct a thesis statement for an essay					
2-3	To understand the concept of essay's parts in essay writing	<ul style="list-style-type: none"> - to show the correct construction of an introductory paragraph in an essay - to show the correct construction of the body paragraphs in an essay to show the correct construction of a concluding paragraph in an essay 		Lecturing Discussion Writing Practice		<u>Parts of an essay:</u> <ul style="list-style-type: none"> - the introductory paragraph <ul style="list-style-type: none"> a. general statements b. thesis statement - the body paragraphs <ul style="list-style-type: none"> a. body 1: topic sentence + supporting sentences b. body 2: topic sentence + supporting sentences c. etc. - the concluding paragraph <ul style="list-style-type: none"> a. restatement of thesis b. closing sentences 	
	To implement the concept of essay's parts in essay writing	<ul style="list-style-type: none"> - to construct a correct introductory paragraph of an essay - to construct a correct body 					

		paragraphs of an essay - to construct a correct concluding paragraph of an essay					
	To analyze the implementation of the concept of essay's parts in essay writing	- to analyze the appropriateness of the introductory paragraph's construction - to analyze the appropriateness of the body paragraphs' construction - to analyze the appropriateness of the concluding paragraph's construction -					
4-8 ...	To understand the concept of structure and language of written descriptive essay	- to indicate the structure of objective descriptive essay - to indicate the structure of subjective descriptive essay - to give examples for the use of		Lecturing Discussion Writing Practice		- <u>Descriptive essay:</u> a. structure of objective descriptive essay b. language of objective descriptive essay c. structure of subjective descriptive essay language of subjective descriptive essay	

		<p>language of objective descriptive essay</p> <ul style="list-style-type: none"> - to give examples for the use of language of subjective descriptive essay 					
	<p>To implement the concept of structure and language of descriptive into descriptive essay writing</p>	<ul style="list-style-type: none"> - to implement the structure of objective descriptive essay into writing an essay - to implement the structure of subjective essay into writing an essay - to implement the language use of objective descriptive essay into writing an essay - to implement the language use of subjective descriptive essay into 					

		writing an essay					
	o analyze the construction of descriptive essay based on its structure and language concept	<ul style="list-style-type: none"> - to analyze the implementation of objective descriptive essay's structure in writing an essay - to analyze the implementation of subjective descriptive essay's structure in writing an essay - to analyze the use of objective descriptive essay's language in writing an essay to analyze the use of subjective descriptive essay's language in writing an essay 					
9	Mid-term Exam						
10-15	o understand the concept of structure and language of	- to indicate the structure		Lecturing Discussion		- <u>Narrative essay:</u>	

	written narrative essay	of narrative essay to give examples for the use of language of narrative essay		Writing Practice		a. structure of narrative essay b. language of narrative essay	
	o implement the concept of structure and language of narrative into narrative essay writing	- to implement the structure of narrative essay into writing an essay to implement the language use of narrative essay into writing an essay					
...	To analyze the construction of narrative essay based on its structure and language concept	- to analyze the implementation of narrative essay's structure in writing an essay to analyze the use of narrative essay's language in writing an essay					
16	Final Exam						

Assessment

Meetings	Indicator	Assessment forms
1	<ul style="list-style-type: none"> ● To define measurement, testing, assessment and evaluation ● To explain the relationship among measurement, testing, assessment, evaluation and teaching ● To define process-oriented assessment and product-oriented assessment ● To name different ways for process-oriented assessment and product-oriented assessment 	<p><i>Summary writing</i></p> <p>1. Please define Measurement, testing, assessment and evaluation based on Brown & Abeywickrama (2010), Harris & McCann (1994), Russell & Airasian (2012).</p> <p>2. Please list possible product-oriented assessment and process-oriented assessment</p>
2	<ul style="list-style-type: none"> ● TO mention Various methods for assessing listening ● TO explain Various methods for assessing listening 	Oral presentation
3	<ul style="list-style-type: none"> ● TO mention Various methods for assessing Speaking ● TO explain Various methods for assessing Speaking 	Oral presentation
4	<ul style="list-style-type: none"> ● TO mention Various methods for assessing Reading ● TO explain Various methods for assessing Reading 	Oral presentation
5	<ul style="list-style-type: none"> ● TO mention Various methods for assessing Writing ● TO explain Various methods for assessing Writing 	Oral presentation

6	<ul style="list-style-type: none"> ● To explain product oriented assessment instruments for L,S,R,W namely: short answer test, unstructured response test, completion, T/F, matching, MC, and essay form. ● To explain strength and weakness of developing assessment instruments for L,S,R,W. ● To develop assessment blue print for L,S,R,W. ● To develop rubric for L,S,R,W assessment. 	Develop short answer test, unstructured response test, completion, T/F, matching, MC, and essay form based on the basic competency in Curriculum 2013
9	<ul style="list-style-type: none"> ● to explain -essay form- assessment for L,S,R,W. ● To explain strength and weakness of essay form assessment for L,S,R,W. ● to develop assessment blue print- essay form- for L,S,R,W. ● to develop assessment rubric for L,S,R,W. ● TO develop product oriented assessment instruments -essay form- for L,S,R,W. 	Performance
2	<ul style="list-style-type: none"> ● To identify observable actions or behaviours during process-oriented assessment informally. ● To elaborate the observable actions or behaviours during process-oriented assessment informally. ● To practice doing process-oriented assessment informally. 	<p><i>Journal writing</i></p> <p>Performance task</p> <p>1. Please write learning journal on: Actions of Assessing, Oral comments, Written comments, Actions of assessing versus actions of teaching</p> <p>2. Please perform: Actions of Assessing, Oral comments, Written comments</p>

3	<ul style="list-style-type: none"> • To identify forms of instruments for process-oriented assessment formally. • To elaborate forms of instruments for process-oriented assessment • To elaborate how to use forms of instruments for process-oriented assessment. • To develop observation sheets 	<i>Journal</i> Oral performance Project 1.please write about your learning of forms of process-oriented assessment conducted formally: Observation Portfolio Journal Interviews Self-assessment Peer-assessment observation sheets
4	<ul style="list-style-type: none"> • To develop portfolio guides • To develop journals • To develop interview guides • To develop self-assessment forms and peer-assessment forms 	<i>Project</i> 1.please develop forms of process-oriented assessment conducted formally: Observation Portfolio Journal Interviews Self-assessment Peer-assessment observation sheets
5	<ul style="list-style-type: none"> • To elaborate measurement levels (nominal, ordinal, interval, and ratio scales). • To interpret results of process-oriented assessment formally. 	Oral performance <i>Performance task</i>
6	<ul style="list-style-type: none"> • to decide which “key words” in the basic competencies in the SMP and SMA English syllabi which lead to process-oriented assessment • to decide which “key words” in the basic competencies in the SMP and SMA English syllabi which lead to product-oriented assessment • To develop process-oriented assessment for the basic competencies in the SMP and SMA 	Performance task Project
13	<ul style="list-style-type: none"> • To develop assessment instruments for L,S,R,W. 	Performance
15	<ul style="list-style-type: none"> • To interpret scores using criterion reference 	Performance

	<ul style="list-style-type: none">• To score using rubric	
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B. Course Evaluation and Development

1. Calculation of Student Workload

Module/Course Title Descriptive and Narrative Writing	Student Workload 340 minutes x 15 meetings : 60 = 85 hours	Credits (ECTS) 2 CU x 1.59 = 3.18 ECTS	Semester Even semester	Frequency 2 CU x 15 meetings = 30	Duration 15 meetings
Contact hours (60+50)= 110x2= 220 minutes	Independent study 60x2=120 minutes	Class size 20 students			

2. Program Learning Outcome (PLO)

PLO 6: Being able to create sound academic or non-academic works both oral and written for various audiences and purposes

PLO 7: Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2

PLO 8: Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement

3. Course Learning Outcome (CLO)

CLO 1. being able to compose descriptive and narrative essay writings, which include main ideas, supporting details and simple grammar patterns, are developed as foundation on writing skills

CLO 2. Being able to describe objects in written form appropriately according to intermediate level

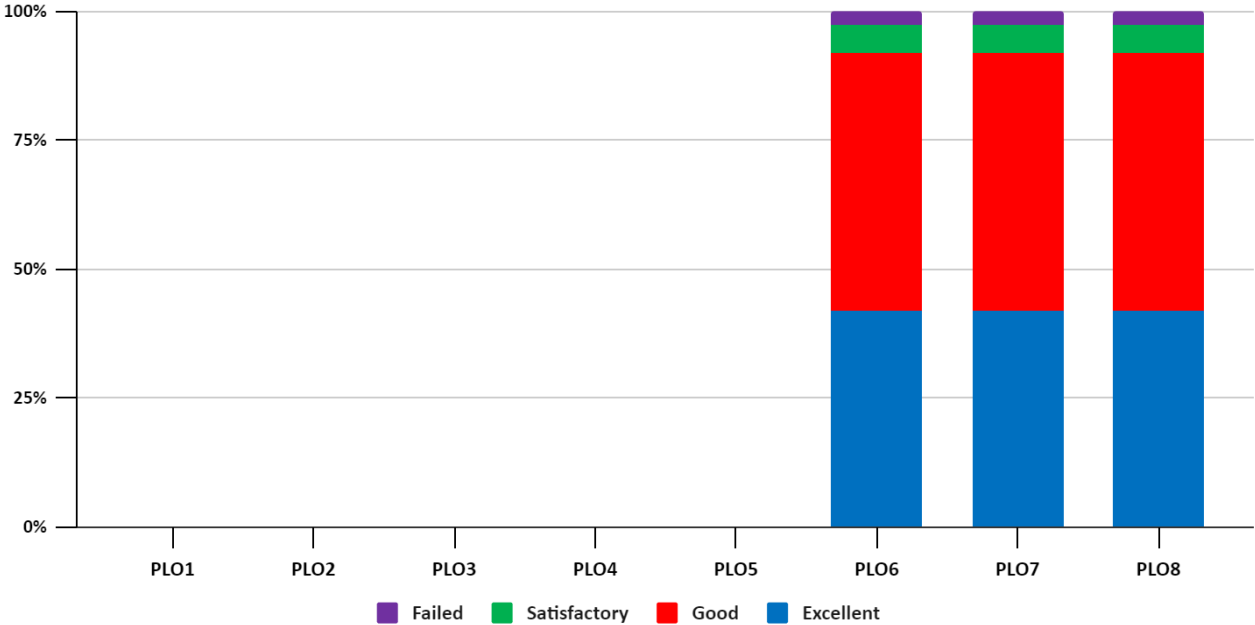
CLO 3. Being able to show respect in giving response toward the feedback

ASSESSMENT PLAN

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO 1						V		
CLO 2							V	
CLO 3								V

STUDENTS' PERFORMANCE

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
Excellent						42%	42%	42%
Good						50%	50%	50%
Satisfactory						5%	5%	5%
Failed						3%	3%	3%



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:

Class Attendance		Class Participation	
	Point		Point
More than 12	60	More than 12	40
11-12	50	9-12	30
9-10	40	5-8	20
7-8	30	3-4	10
Less than 7	20	Less than 3	5

2) Knowledge/Cognitive Domain

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

a. Assignment Rubric

The criteria of assignment according to Assignment Rubrics:

Indicator	Assessment				Point
	Type	Form	Instrument	Criteria	

<ul style="list-style-type: none"> ● to indicate an idea which is suitable as an essay topic ● to indicate the limit of an essay's discussion based on its topic ● to indicate the correct thesis statement based on a given topic ● to select an idea which is suitable as an essay topic ● to construct a limitation for an essay's discussion ● to construct a thesis statement for an essay ● to show the correct construction of an introductory paragraph in an essay ● to show the correct construction of the body paragraphs in an essay ● to show the correct construction of a concluding paragraph in an essay ● to construct a correct introductory paragraph of an essay ● to construct a correct body paragraphs of an essay ● to construct a correct concluding paragraph of an essay ● to analyze the appropriateness of the introductory paragraph's construction ● to analyze the appropriateness of the body paragraphs' construction ● to analyze the appropriateness of the concluding paragraph's construction ● to indicate the structure of objective descriptive essay ● to indicate the structure of subjective descriptive essay ● to give examples for the use of language of objective descriptive essay 	<p>Written Assessment</p>	<p>Essay</p>	<p>Writing assignments given along the course</p> <p><u>Sample of instruction:</u></p> <ul style="list-style-type: none"> ● Construct an outline for the theme given to you and develop it into an essay which consists of not more than 500 words! ● Both your outline and essay must be constructed and developed according to: <ul style="list-style-type: none"> a. the process of writing b. parts of an essay c. structure and language of (descriptive/ narrative) essay d. essay writing format 	<ul style="list-style-type: none"> ● The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) ● General guide for scoring Criteria: <ul style="list-style-type: none"> 85 - 100 (A) 80 - 84 (A-) 75 - 79 (B+) 70 - 74 (B) 65 - 69 (B-) 60 - 64 (C+) 55 - 59 (C) 40 - 49 (D) <40 (E) 	<p>80%</p>
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<ul style="list-style-type: none">● to give examples for the use of language of subjective descriptive essay● to implement the structure of objective descriptive essay into writing an essay● to implement the structure of subjective essay into writing an essay● to implement the language use of objective descriptive essay into writing an essay● to implement the language use of subjective descriptive essay into writing an essay● to analyze the implementation of objective descriptive essay's structure in writing an essay● to analyze the implementation of subjective descriptive essay's structure in writing an essay● to analyze the use of objective descriptive essay's language in writing an essay● to analyze the use of subjective descriptive essay's language in writing an essay● to indicate the structure of narrative essay● to give examples for the use of language of narrative essay● to implement the structure of narrative essay into writing an essay● to implement the language use of narrative essay into writing an essay● to analyze the implementation of narrative essay's structure in writing an essay				
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<ul style="list-style-type: none"> to analyze the use of narrative essay's language in writing an essay 					
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b) Test (mid-term and End-term tests)

The criteria of mid-term and End-term tests in this course are:

1. To distinguish evaluation, assessment and test;
2. To distinguish between process-oriented assessment and product oriented assessment
3. To explain kinds of authentic assessment

b) End-term tests

1. To develop Listening, speaking, reading and writing assessment for Junior/senior high school

Writing Components	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, etc.
	26-22	Good to average: some knowledge of subject, adequate range, etc.
	21-17	Fair to poor: limited knowledge of subject, little substance, etc.
	16-13	Very poor: does not show knowledge of subject, non substantive, etc.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated, etc.
	17-14	Good to average: somewhat choopy, loosely organized but main ideas stand out, etc
	13-10	Fair to poor: not fluent, ideas confused or disconnected, etc.
	9-7	Very poor: does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, etc.
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary.
Language Use	25-22	Excellent to very good: effective complex constructions, etc.
	21-19	Good to average: effective but simple constructions, etc.
	17-11	Fair to poor: major problems in simple/complex constructions, etc.
	10-5	Very poor: virtually no mastery of sentence construction rules, etc.
Mechanic	5	Excellent to very good: demonstrates mastery of conventions, etc.
	4	Good to average: occasional errors of spelling. Punctuations, capitalization, etc.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, etc.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following 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

b. Sample of Course Log Book



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI SURABAYA

Kampus Ketintang
Jalan Ketintang, Surabaya 60231
T: +6231-8293484
F: +6231-8293484
laman: unesa.ac.id
email : bakpk@unesa.ac.id

Aktivitas Perkuliahan

Nama Matakuliah : Descriptive and Narrative Writing Dosen : HUJUALA RIKA AYU (198112142006042001)

Kelas : A15

Jadwal & Ruang : T8.02.1 (07.00 - 08.40) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	22-08-2016	Pertemuan ke 1	Introduction: Paragraph writing into essay writing	19	Terjadwal	Hujuala Rika Ayu
2	29-08-2016	Pertemuan ke 2	Paragraph to Essay: Thesis Statement	19	Terjadwal	Hujuala Rika Ayu
3	05-09-2016	Pertemuan ke 3	Paragraph to Essay: Introductory Paragraph	14	Terjadwal	Hujuala Rika Ayu
4	26-09-2016	Pertemuan ke 4	Paragraph to Essay: Intro Par, Body, Conclu Par (Consultation)	18	Terjadwal	Hujuala Rika Ayu
5	03-10-2016	Pertemuan ke 5	Paragraph to Essay: Intro Par, Body, Conclu Par (Consultation 2)	19	Terjadwal	Hujuala Rika Ayu
6	10-10-2016	Pertemuan ke 6	Exercise 1-8 Effective Academic Writing	14	Terjadwal	Hujuala Rika Ayu
7	17-10-2016	Pertemuan ke 7	Descriptive Essay	13	Terjadwal	Hujuala Rika Ayu
8	24-10-2016	Pertemuan ke 8	Planning descriptive essay	19	Terjadwal	Hujuala Rika Ayu
9	31-10-2016	Pertemuan ke 9	Writing descriptive essay	19	Terjadwal	Hujuala Rika Ayu
10	07-11-2016	Pertemuan ke 10	Mid term test	19	Terjadwal	Hujuala Rika Ayu
11	14-11-2016	Pertemuan ke 11	writing descriptive essay on food	15	Terjadwal	Hujuala Rika Ayu
12	21-11-2016	Pertemuan ke 12	writing narrative essay	19	Terjadwal	Hujuala Rika Ayu
13	05-12-2016	Pertemuan ke 13	writing narrative essay	19	Terjadwal	Hujuala Rika Ayu
14	07-12-2016	Pertemuan ke 14	Narrative Essay	19	Terjadwal	Hujuala Rika Ayu
15	09-12-2016	Pertemuan ke 15	writing narrative essay	19	Terjadwal	Hujuala Rika Ayu



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UNIVERSITAS NEGERI SURABAYA

Kampus Ketintang
Jalan Ketintang, Surabaya 60231
T: +6231-8293484
F: +6231-8293484
laman: unesa.ac.id
email : bakpk@unesa.ac.id

Aktivitas Perkuliahan

Nama Matakuliah : Descriptive and Narrative Writing **Dosen** : MAMIK TRI WEDAWATI
(198205082006042001)
Kelas : B15
Jadwal & Ruang : T8.02.2 (07.00 - 08.40) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	24-08-2016	Pertemuan ke 1	bco, introduction to the study	18	Terjadwal	Mamik Tri Wedawati
2	31-08-2016	Pertemuan ke 2	What is descriptive essay?	15	Terjadwal	Mamik Tri Wedawati
3	07-09-2016	Pertemuan ke 3	1st descriptive essay, outline	15	Terjadwal	Mamik Tri Wedawati
4	14-09-2016	Pertemuan ke 4	Thesis statement	18	Terjadwal	Mamik Tri Wedawati
5	21-09-2016	Pertemuan ke 5	1st essay	18	Terjadwal	Mamik Tri Wedawati
6	28-09-2016	Pertemuan ke 6	2nd essay outline	18	Terjadwal	Mamik Tri Wedawati
7	05-10-2016	Pertemuan ke 7	2nd essay, peer assesment	14	Terjadwal	Mamik Tri Wedawati
8	12-10-2016	Pertemuan ke 8	3rd essay, thesis statement	14	Terjadwal	Mamik Tri Wedawati
9	19-10-2016	Pertemuan ke 9	3rd essay, outline	16	Terjadwal	Mamik Tri Wedawati
10	26-10-2016	Pertemuan ke 10	3rd essay	18	Terjadwal	Mamik Tri Wedawati
11	02-11-2016	Pertemuan ke 11	midterm	18	Terjadwal	Mamik Tri Wedawati
12	09-11-2016	Pertemuan ke 12	narrative essay	15	Terjadwal	Mamik Tri Wedawati
13	16-11-2016	Pertemuan ke 13	draft 1 narrative essay	15	Terjadwal	Mamik Tri Wedawati
14	23-11-2016	Pertemuan ke 14	draft 2 narrative essay	14	Terjadwal	Mamik Tri Wedawati
15	30-11-2016	Pertemuan ke 15	final draft	14	Terjadwal	Mamik Tri Wedawati



Aktivitas Perkuliahan

Nama Matakuliah : Descriptive and Narrative Writing **Dosen** : MAMIK TRI WEDAWATI
(198205082006042001)
Kelas : C15
Jadwal & Ruang : T8.02.2 (10.20 - 12.00) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	25-08-2016	Pertemuan ke 1	bco, introduction to the study	20	Terjadwal	Mamik Tri Wedawati
2	01-09-2016	Pertemuan ke 2	What is descriptive essay?	20	Terjadwal	Mamik Tri Wedawati
3	08-09-2016	Pertemuan ke 3	1st descriptive essay, outline	18	Terjadwal	Mamik Tri Wedawati
4	15-09-2016	Pertemuan ke 4	1st essay, Thesis statement	16	Terjadwal	Mamik Tri Wedawati
5	22-09-2016	Pertemuan ke 5	1st essay	20	Terjadwal	Mamik Tri Wedawati
6	29-09-2016	Pertemuan ke 6	2nd essay outline	20	Terjadwal	Mamik Tri Wedawati
7	06-10-2016	Pertemuan ke 7	2nd essay, peer assesment	19	Terjadwal	Mamik Tri Wedawati
8	13-10-2016	Pertemuan ke 8	3rd essay, outline	20	Terjadwal	Mamik Tri Wedawati
9	20-10-2016	Pertemuan ke 9	3rd essay, thesis statement	19	Terjadwal	Mamik Tri Wedawati
10	27-10-2016	Pertemuan ke 10	3rd essay	19	Terjadwal	Mamik Tri Wedawati
11	03-11-2016	Pertemuan ke 11	midterm	20	Terjadwal	Mamik Tri Wedawati
12	10-11-2016	Pertemuan ke 12	what is narrative essay?	20	Terjadwal	Mamik Tri Wedawati
13	17-11-2016	Pertemuan ke 13	draft 1 narrative essay	12	Terjadwal	Mamik Tri Wedawati
14	24-11-2016	Pertemuan ke 14	draft 2 narrative essay	12	Terjadwal	Mamik Tri Wedawati
15	01-12-2016	Pertemuan ke 15	final draft	15	Terjadwal	Mamik Tri Wedawati



Aktivitas Perkuliahan

Nama Matakuliah : Descriptive and Narrative Writing Dosen : HUJUALA RIKA AYU (198112142006042001)

Kelas : D15

Jadwal & Ruang : T8.03.1 (13.40 - 14.30) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	22-08-2016	Pertemuan ke 1	Introduction: Paragraph writing into essay writing	15	Terjadwal	Hujuala Rika Ayu
2	29-08-2016	Pertemuan ke 2	Paragraph to Essay: Thesis Statement	19	Terjadwal	Hujuala Rika Ayu
3	05-09-2016	Pertemuan ke 3	Thesis statement and introductory paragraph	18	Terjadwal	Hujuala Rika Ayu
4	26-09-2016	Pertemuan ke 4	Paragraph to Essay: Intro Par, Body, Conclu Par (Consultation 1)	19	Terjadwal	Hujuala Rika Ayu
5	03-10-2016	Pertemuan ke 5	Paragraph to Essay: Intro Par, Body, Conclu Par (Consultation 2)	18	Terjadwal	Hujuala Rika Ayu
6	10-10-2016	Pertemuan ke 6	Exercise 5-8 Unity	18	Terjadwal	Hujuala Rika Ayu
7	17-10-2016	Pertemuan ke 7	Descriptive Essay	17	Terjadwal	Hujuala Rika Ayu
8	24-10-2016	Pertemuan ke 8	Planning descriptive essay	18	Terjadwal	Hujuala Rika Ayu
9	31-10-2016	Pertemuan ke 9	Writing descriptive essay	17	Terjadwal	Hujuala Rika Ayu
10	07-11-2016	Pertemuan ke 10	Mid term test	18	Terjadwal	Hujuala Rika Ayu
11	17-11-2016	Pertemuan ke 11	writing narrative essay	12	Terjadwal	Hujuala Rika Ayu
12	01-12-2016	Pertemuan ke 12	writing narrative essay	13	Terjadwal	Hujuala Rika Ayu
13	05-12-2016	Pertemuan ke 13	writing narrative essay	20	Terjadwal	Hujuala Rika Ayu
14	07-12-2016	Pertemuan ke 14	writing consultation	20	Terjadwal	Hujuala Rika Ayu
15	09-12-2016	Pertemuan ke 15	writing consultation	21	Terjadwal	Hujuala Rika Ayu

c. **Sample of Assignment:**

YOUR TASK

Please work in five groups and write the stages for developing 5 forms of authentic assessment (one group one form):

- Observation
- Portfolio
- Journal
- Interviews
- Self-assessment/Peer-assessment

And the example of each stage. See the example from last year's work for your reference. Use Brown (2004) Brown & Abeywickrama (2010) and O'Malley and Pierce (1996) too.

d. Sample of Mid-term Test



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JURUSAN BAHASA DAN SAstra INGGRIS

Kampus Lidah Wetan Surabaya
Gedung T4 Lidah Wetan Surabaya 60213
Telp/Fax. (031) 7532192
Email: bahasainggris@unesa.ac.id

UJIAN TENGAH SEMESTER GASAL 2017/2018

MATA KULIAH	: Descriptive and Argumentative Essay Writing
KODE MATA KULIAH	: 2094212025
JUMLAH SKS	: 2
PRODI/ANGKATAN	: Sastra Inggris/2016
HARI/TANGGAL	: Selasa / 10 Oktober 2017
ALOKASI WAKTU	: 100 menit
DOSEN	: Lisetyo Ariyanti, S.S., M.Pd. Adam Damanhuri, S.S, M.Hum.

INSTRUCTION

Write an essay of descriptive text that describe the condition of the places that were used for English Week 2016!

Note:

Your essay should :

- Have a thesis statement and a concluding paragraph
- Use appropriate diction
- Be coherent (using appropriate evidence) and cohesive (using appropriate reasons)
- Be minimum 500 - 750 words in length.

Sample of End-term Test



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Kampus Lidah Wetan Surabaya
Gedung T4 Lidah Wetan Surabaya 60213
Telp/Fax. (031) 7532192
Email: bahasainggris@unesa.ac.id

UJIAN AKHIR SEMESTER GASAL 2017/2018

MATA KULIAH	: Descriptive and Narrative Essay Writing
KODE MATA KULIAH	: 2094212025
JUMLAH SKS	: 2
PRODI/ANGKATAN	: Sastra Inggris/2016
HARI/TANGGAL	: Selasa / 12 Desember 2017
ALOKASI WAKTU	: 100 menit
DOSEN	: Lisetyo Ariyanti, S.S., M.Pd. Adam Damanhuri, S.S., M.Hum.

INSTRUCTION

Below sentences are the beginning part of a narrative story. Read those beginnings, then choose one to be developed into a Narrative essay.

1. As I sat down at my desk and stared at the pile of revision notes, all I could think was, "Why me?"
2. It was warm, sunny morning and I woke up to the sound of the phone ringing. The voice on the other end of the line simply said, "Juan, it's me. Meet me on the corner in half an hour."
3. I'm sure you all know what it is like when you have to sit an exam that you have not studied for. Well, last May I was getting ready to.....
4. One day I went to school. On the way, I crashed my bike into a tree. The bike was badly damaged.....
5. I was really tired and was looking forward to a good night's sleep. Suddenly, I heard a strange sound coming from the garden.

Note:

Your essay should :

- a. Have a thesis statement and a concluding paragraph
- b. Use appropriate diction
- c. Be coherent (using appropriate evidence) and cohesive (using appropriate reasons)
- d. Be minimum 500 - 750 words in length.

e. Sample of of Student's Answer to Assignment, Mid-term, and End-term Test

Review:

**Based on the comments made in the students work, the task of this grouped is marked
80 (Good)**

Sample of Mid test answer

3. Read this KD: "Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan public yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks". This KD can be assessed by using:

7 points

- Product-oriented assessment
- Process-oriented assessment
- Both product/process-oriented assessment

4. This KD "Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana sesuai dengan konteks penggunaannya" is best assessed by using:

7 points

- Product-oriented assessment
- Process-oriented assessment
- Both product/process-oriented assessment

5. This KD "Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement)" can be assessed by using:

8 points

- Product-oriented assessment
- Process-oriented assessment
- Both product/process-oriented assessment

6. Which of the followings is not the characteristics of alternative assessment?

8 points

- They focus on processes as well as products
- They require students to perform, create, produce or do something.
- They use real-world context or simulations.
- They use tasks that represent meaningless instructional activities
- They tap into higher-level thinking and problem solving skills

Sample of Final test answer

Score=97

Name : DIANA NURIA PUTRI

Reg. number : 18020084034

Class : 2018 B

FINAL EXAM
ELT ASSESSMENT

KD

Kelas IX

4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial.

Indikator

1. Mengulang ungkapan menanyakan nama seseorang yang didengar.

Assessment form: Performance

Assessment item:

Repeat after me: "What is your name?"

Sample answer: You say "What is your name?"

Rubric:

Saying exactly the same words : 100

Saying some words that aren't the same : 50

Saying different words : 0

Indikator

2. Menulis kembali jawaban ungkapan menanyakan nama seseorang yang dibaca.

Assessment form: Performance

Assessment item:

Rewrite this : What is your name?

Sample answer: You write: What is your name?

Rubric:

Writing exactly the same words : 100

Writing some words that aren't the same : 50

Writing different words : 0

Indikator

3. Menjawab secara lisan pertanyaan yang diberikan oleh teman tentang kota asal kepadamu.

Assessment form: Performance

Assessment item:

You hear : "Where do you come from?"

