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| **COURSE PROGRAM OF ACADEMIC YEAR 2018/2019** | | | | | | | | |
| **ENGLISH EDUCATION DEPARTMENT** | | | | | | | | |
| **ESA UNGGUL UNIVERSITY** | | | | | | | | |
|  | | | | | | | | |
| **Course** | | **:** | Intermediate Writing | | | **Course Code** | **:** | PSB-362 |
| **Prerequisite** | | **:** | - | | | **Credit** | **:** | 3 SKS |
| **Lecturer** | | **:** | Meiyanti Nurchaerani S.S.,M.Hum | | | **Lecturer Code** | **:** |  |
| **Time Allocation** | | **:** | 16 meetings x 150 minutes | | | | | |
| **Learning Objectives** | | **:** | After completing this course, students are expected to be able to:   1. Understand the basic concept of business writing 2. Identify kinds of business writing 3. Outline or make a draft to write business writing 4. Organize the draft into paragraph | | | | | |
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| **WEEK** | **LEARNING OUTCOMES** | **TOPIC/SUB-TOPICS** | | **CLASSROOM ACTIVITIES AND MEDIA** | **REFERENCES** | | **INDICATOR FOR ASSESSMENT** | |
| 1 | Understand the course outline and the class regulations | 1. Course outline 2. Class regulations 3. Introduction to the Course | | Studens are given Course Outline, then Identify learning topics assignment, assessment system, and references. | Course Outline | |  | |
| 2 | Understand the basic concept of business writing | Basic concept of business writing (kinds, characteristics, components, and style of business letters) | | Students understand the concept of business writing | Seglin.J.L. and Edward. C. 2012). Handbook of Business Letter. USA:AMA.  Talbot Fiona. (2009). How To Write Effective Business English. UK: Kogan Page.  Minden Cecilia and Kate Roth. (2013).How to Write Business Letter. USA: Cherry Lake .  https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/blog  <https://firstsiteguide.com/what-is-blog/>  [**http://www.gimnazija-vnazora-zd.skole.hr/upload/gimnazija-vnazora-zd/images/static3/975/File/matura/WRITING%20A%20FOR%20AND%20AGAINST%20ESSAY.pdf**](http://www.gimnazija-vnazora-zd.skole.hr/upload/gimnazija-vnazora-zd/images/static3/975/File/matura/WRITING%20A%20FOR%20AND%20AGAINST%20ESSAY.pdf) | | Students’ comprehension to identify the basic concept of business writing (kinds, characteristics, components, and style of business letters) | |
| 3 | Outline or make draft of business letter | Outlining | | Students make draft what they are going to write in business letter | Students competency to outline or make draft of business letter. | |
| 4 | Compose an application letter | Application letter | | Students find job vacancy from newspaper or internet and write an application letter based on the criteria given. | Students’ competency and accuracy to write an effective application letter based on the information given. | |
| 5 | Revise an application letter | Revising application letter | | Students check their own letter and revise the mistakes on the letter | Students, competency to find their own mistakes and revise them | |
| 6 | Compose a blog | Blog, blogging and blogger | | Students compose a blog based on the example given | Students’ ability accuracy to write a their own blogs | |
| 7 | Compose a for and against essay | For and Against Essay | | Students compose a for and against essay with some appropriate words given | Students, competency compose a for and against essay | |
| **MID TERM TEST** | | | | | | | | |
| 9 | Compose a short story | Short story | | Students write a short story based on their interest | <https://learnenglishteens.britishcouncil.org/skills/writing/intermediate-b1-writing/short-story> | | Students’ ability to write a short story. | |
| 10 | Create a website review | Website Review | | Students create a website review | Students, competency to create a website review | |
| 11 | Compose an opinion essay | An Opinion Essay | | Students compose an opinion essay | Students’ competency to compose an opinion essay | |
| 12 | Check out a website | Checking out a website | | Students detect their own capabilities on checking out a website | Students, competency to check out a website | |
| 13 | Describe a bar chart | Describing a bar chart | | Students write a description of a bar chart | Students’ competency to write the description of a bar chart | |
| 14 | Describe a pie chart | Describing a pie chart | | Students write a description of a pie chart | Students’ competency to write the description of a bar chart | |
| 15 | Students write a kind of business letter based of a given situation | Write a kind business letter based a given situation. | | Students write a kind of business letter based on a situation given ( you ordered for two cans of permanent ink. But, you received temporary ink. You have to write a complain letter based on it) | Students, competency and accuracy to write a kind of business letter based on given situation. | |
| **FINAL TEST** | | | | | | | | |

**Assessment Criteria**

* Classroom participation/ discussion will be assessed based oneach student involvement and participation in pair/group and classroom discussion
* Individual Portfolios, Mid-Semester Test and Final Semester Test or Final Assignment will be assessed with the following criteria:

**Assessment Table**

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| --- | --- | --- | --- |
| **Items** | | | **Score** |
| **Content: 30 points** | | |  |
| **30-24** | **:** | **Excellent to very good**  knowledgeable, substantive, thorough development of topic, relevant to assigned topic |
| **24-15** | **:** | **Good to Average**  some knowledgeable of topic, adequate range, limited development of topic, mostly relevant to topic, but lacks of details |
| **15-7** | **:** | **Fair to Poor**  Limited knowledgeable of topic, little substance, inadequate development of topic |
| **7-0** | **:** | **Very poor**  Does not show knowledge of topic, non substantive, non pertinent, or not enough to evaluate |
| **Organization: 20 points** | | |  |
| **20-15** | **:** | **Excellent to very good**  Fluent expression, ideas clearly stated or supported, succinct, well organized, logical sequencing, cohesive, appropriate register |
| **15-10** | **:** | **Good to Average**  Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing |
| **10-5** | **:** | **Fair to Poor**  Non fluent, ideas confused or disconnected, lacks logical sequencing and development |
| **5-0** | **:** | **Very poor**  Does not communicate, no organization or not enough to evaluate |
| **Vocabulary: 20 points** | | |  |
| **20-15** | **:** | **Excellent to very good**  Sophisticated range, effective words/idiom choice and usage, word form mastery, appropriate register |
| **15-10** | **:** | **Good to Average**  Adequate range, occasional errors of word/idiom form choice, usage but meaning not obscured |
| **10-5** | **:** | **Fair to Poor**  Limited range, frequent errors of word/idiom form choice, usage meaning confused or obscured |
| **5-0** | **:** | **Very poor**  Little knowledge of English vocabulary, idioms, word form, or not enough to evaluate |
| **Grammar: 20 points** | | |  |
| **20-15** | **:** | **Excellent to very good**  No errors, full control of complex structure |
| **15-10** | **:** | **Good to Average**  Almost no errors, good control of structure |
| **10-5** | **:** | **Fair to Poor**  Some/many errors, fail control of structure |
| **5-0** | **:** | **Very poor**  Dominated by errors, no control of structure |
| **Mechanism: 10 points** | | |  |
| **10-7** | **:** | **Excellent to very good**  Mastery of spelling and punctuation |
| **7-5** | **:** | **Good to Average**  Few errors in spelling and punctuation |
| **5-3** | **:** | **Fair to Poor**  Fair number of spelling and punctuation errors |
| **3-0** | **:** | **Very poor**  No control over spelling and punctuation |
| **Total Score:**  Modified from Composition Profile from Jacob et al. Testing ESL composition | | |  |

Score:

80 – 100 = A

70 - 79 = B

60 - 69 = C

55 - 59 = D

<55 = E

**Assessment**

This course employs portfolios in assessment. In this case, the samples of student writing are collected and selected. The selections will be assessed on the basis of the four aspects: (a) idea development and organization, (b) fluency or structure, (c) word choice, and (d) mechanics. The following are the criteria of the assessment:

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| **Grade** | **Characteristics** |
| A | The main idea is stated clearly and the essay is well organized and coherent. Excellent choice of vocabulary and very few grammatical errors. Good spelling and punctuation. |
| B | The main idea is fairly clear and the essay is moderately well organized and relatively coherent. The vocabulary is good and only minor grammar errors. A few spelling and punctuation errors. |
| C | The main idea is indicated but not clearly. The essay is not very well organized and is somewhat lacking in coherence. Vocabulary is average. There are some major and minor grammatical errors together with a number of spelling and punctuation mistakes. |
| D | The main idea is hard to identify or unrelated to the development. The essay is poorly organized and relatively incoherent. The use of vocabulary is weak and grammatical errors appear frequently. There are also frequent spelling and punctuation errors. |
| E | The main idea is missing and the essay is poorly organized and generally incoherent. The use of vocabulary is very weak and grammatical errors appear very frequently. There are many spelling and punctuation errors. |

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| **Approved by,**  **Head of Study Program**  **Esa Unggul University**  **Dr. Rokiah Kusumapradja, MHA** |  |  | **Jakarta, January 2016**  **Lecturer,**  **Meiyanti Nurchaerani S.S.,M.Hum** |