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|  | | **RENCANA PEMBELAJARAN SEMESTER GENAP 2018/2019** | | | | | | | | |
|  | | **PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN** | | | | | | | | |
|  | | **UNIVERSITAS ESA UNGGUL** | | | | | | | | |
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| **Mata kuliah** | | | **:** | Advanced Writing | | | **Kode MK** | | **:** | PBI476 |
| **Mata kuliah prasyarat** | | | **:** | Intermediate Writing | | | **Bobot MK** | | **:** | 3 SKS |
| **Dosen Pengampu** | | | **:** | Sri Lestari, S.Pd. MA. | | | **Kode Dosen** | | **:** | 7890 |
| **Alokasi Waktu** | | | **:** | 14 x 150 menit | | | | | | |
| **Capaian Pembelajaran** | | | **:** | This course aims at improving students’ writing skills in developing a research paper, thesis, and dissertation. In terms of low-level of a manuscript, it most frequently does not refer to the grammar or vocabulary issues but the readability. The factors supporting the readability will be examined in this course. | | | | | | |
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| **SESI** | **KEMAMPUAN**  **AKHIR** | | **MATERI**  **PEMBELAJARAN** | | **BENTUK PEMBELAJARAN** | **SUMBER**  **PEMBELAJARAN** | | **INDIKATOR**  **PENILAIAN** | | |
| **1** | Students are able to elaborate the course outline and the class regulations | | Course Outline  Class regulation | | 1.Lecture; discussion;  Media: classroom, computer, LCD | 1. RPS 2. Class regulation 3. *Course outline* | | Understanding the course outline and agree to the class regulation | | |
| **2** | Students are able to identify basic concept of academic writing, (characteristics and components) | | Characteristics of academic writing (genre, purposes) | | 1. Contextual instruction method; discussion 2. Media: classroom, computer, LCD | Bowker, Natilene. (2007). *Academic Writing: A Guide to Tertiary Level Writing*. NZ: Student Learning Development Series of Massey University.  Wallwork, Adrian. (2013). *English for Academic Research: Writing Exercises*. New York: Springer | | Identifying the characteristics of academic writing and differences of academic writing from other writings. | | |
| **3** | Students are able outline the element of research report sections | | Sections in a research report: introduction, literature review, methodology, discussion, conclusion | | 1. Contextual instruction, discussion 2. Media: classroom, computer, LCD | Organizing a research report sections and subsections | | |
| **SESI** | **KEMAMPUAN**  **AKHIR** | | **MATERI**  **PEMBELAJARAN** | | **BENTUK PEMBELAJARAN** | **SUMBER**  **PEMBELAJARAN** | | **INDIKATOR**  **PENILAIAN** | | |
| **4** | Students are able to plan arguments in introduction section | | Planning and formulating arguments | | 1. Presentation; discussion 2. Media: classroom, computer, LCD | Bailey, S.(2006). *Academic Writing. A handbook for International Students*. Oxon and New York: Routledge  Jordan, R.R.(1999*). Academic Writing Course. Study Skills in English.* Edinburgh: Pearson Education Limited.  Students can have other references and should have authentic materials in relations with the course outline. | | Planning and formulating arguments in an introduction section | | |
| **5** | Students are able to develop arguments in paragraphs in the introduction section | | Developing arguments | | 1. Presentation; discussion 2. Media: classroom, computer, LCD | Developing arguments and expressing students’ own voice | | |
| **6** | Students are able to organise introduction paragraphs | | Research aims  Research questions | | 1. Presentation; discussion 2. Media: classroom, computer, LCD | Formulating coherent research problems, questions and statements in the introduction section | | |
| **7** | Students are able to draft an introduction section of a research proposal | | Introduction chapter | | 1. Performance 2. Media: classroom, computer, LCD | Constructing an introduction for a research proposal | | |
| **8** | Students are able to identify themes (synthesizing literatures) | | Theme and sub themes (synthesizing literature) | | 1. Contextual learning and discussion 2. Media: classroom, computer, LCD | Synthesizing literatures and organizing themes in a literature review (select relevant theories) | | |
| **9** | Students are able to summarize writings and paraphrase sentences | | Summarising and paraphrasing | | 1. Discussion 2. Media: classroom, computer, LCD | Summarising paragraphs and paraphrasing sentences for a literature review | | |
| **10** | Students are able to cite and write reference in a literature review | | Citation and referencing | | 1. Discussion and presentation 2. Media: classroom, computer, LCD | Writing citations and referencing correctly | | |
| **SESI** | **KEMAMPUAN**  **AKHIR** | | **MATERI**  **PEMBELAJARAN** | | **BENTUK PEMBELAJARAN** | **SUMBER**  **PEMBELAJARAN** | | **INDIKATOR**  **PENILAIAN** | | |
| **11** | Students are able to draft a literature review | | Literature Review draft | | 1. Presentation, discussion, practice 2. Media: classroom, computer, LCD | Writing a draft of literature review: integrating quotations with students own words. | | |
| **12** | Students are able to structure methodology sections | | Methodology sections; grammar in academic writing | | 1. Presentation, discussion 2. Media: classroom, computer, LCD | Structuring methodology chapters and drafting a methodology chapter for a proposal | | |
| **13** | Students are able to revise their academic writing | | Editing  Proofreading  Lay outing | | 1. Practice, presentation 2. Media: classroom, computer, LCD | Revising a research proposal draft and recomposing | | |
| **14** | Students are able to present their research proposal | | A research proposal | | 1. Presentation, discussion 2. Media: classroom, computer, LCD | Presenting a reserach proposal | | |

**Jakarta, Maret 2019**

**Mengetahui,**

**Ketua Program Studi, Dosen Pengampu,**

**Rika Mutiara, S.Pd, M.Hum. Sri Lestari S.Pd, MA**

**EVALUASI PEMBELAJARAN**

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|  | **SCORE > 77**  **( A / A-)** | **SCORE> 65**  **(B- / B / B+ )** | **SCORE > 60**  **(C / C+ )** | **SCORE> 45**  **( D )** | **SCORE < 45**  **( E )** |
| Information quality and organization | • Main points are very clear  and very detailed  • Information is directly  linked to presentation  topic  • Information is very  organized | • Main points are clear and  detailed  • Information is linked to  presentation topic  • Information is well  organized | • Main points are somewhat  clear but could use more  detail  • Most information is linked  to the presentation topic  • Information is organized | • Main points are not clear  and lack significant detail  • Some information is linked  to the presentation topic  • Information is loosely  organized | • Presentation lacks main  points and related details  • Information lacks  connection to the  presentation topic  • Information is not  organized |
| Nonverbal Communication | • Speaker appears very  comfortable and  confident  • Speaker consistently faces  the audience and  maintains good eye  contact  • Speaker consistently  appears to be engaging  with the audience  • Speaker uses body  motions and gestures very  effectively  • Speaker utilizes the room  very effectively via  movement | • Speaker appears fairly  comfortable and confident  • Speaker generally faces the  audience and maintains  good eye contact  • Speaker generally appears  to be engaging with the  audience  • Speaker uses body motions  and gestures well  • Speaker utilizes much of the  room via movement | • Speaker appears generally at  ease and confident  • Speaker sometimes faces  the audience and maintains  eye contact  • Speaker sometimes appears  to be engaging with the  audience  • Speaker's body motions and  gestures neither support nor  detract from presentation  • Speaker moves about some  of the room | • Speaker appears uneasy and  somewhat insecure  • Speaker rarely faces the  audience or makes eye  contact  • Speaker rarely appears to be  engaging with the audience  • Speaker uses few body  motions or gestures or has  gestures or movements that  distract the audience  • Speaker is mostly stationary | • Speaker appears very  uneasy and insecure  • Speaker faces away from  the audience or makes no  eye contact  • Speaker appears  disengaged from the  audience  • Speaker lacks any body  motions or gestures or  demonstrates  consistently distraction  body motions or gestures  • Speaker is completely  stationary |
| Quality of Verbal Communication | • Speaker’s voice is very  confident, steady, strong,  and clear  • Speaker consistently uses  inflections to emphasize  key points or to create  interest  • Speaker's talking pace is  consistently appropriate | • Speaker’s voice is steady,  strong and clear  • Speaker often uses  inflections to emphasize key  points and create interest  • Speaker's talking pace is  mostly appropriate | • Speaker’s voice is generally  steady, strong and clear  • Speaker sometimes uses  inflections to emphasize key  points and create interest  • Speaker's talking pace is  appropriate | • Speaker’s voice is frequently  too weak or too strong  • Speaker rarely uses  inflections to emphasize key  points and create interest or  speaker sometimes uses  inflections inappropriately  • Speaker's talking pace is  often too slow or too fast | • Speaker’s voice is  consistently too weak or  too strong  • Speaker fails to use  inflections to emphasize  key points and create  interest or speaker often  uses inflections  inappropriately  • Speaker's talking pace is  consistently too slow or  too fast |
| Visual Tools | • Visual aids are very  creative, clear, and easy  to read  • Presentation is  consistently enhanced by  the visual tools | • Visual aids are usually  creative, clear, and easy to  read  • Presentation is often  enhanced by the visual tools | • Visual aids are reasonably  creative, clear, and easy to  read  • Presentation is sometimes  enhanced by the visual tools | • Visual aids have limited  creativity or clarity or are  sometimes difficult to read  • Presentation is not  enhanced by the visual tools | • Visual aids demonstrate  no creativity or clarity  and are often difficult to  read  • Presentation is weakened  by the visual tools |
| Appropriate Use of Vocabulary | • All terms are included in  the presentation  • Used in unique and  creative ways  • Used in context | • All terms are included in the  presentation  • Used effectively  • Used in context | • Most terms are included in  the presentation  • Generally used  appropriately  • Generally used in  appropriate context | • Several terms are included  in the presentation  • May or may not be used  appropriately  • May lack context | • Few or no terms are  included in the  presentation  • May or may not be used  appropriately  • Lacks context |
| Precision and Detail in Documents Produced | • Documents are clear, well  constructed, accurate and  show attention to detail  • Extra care has been taken  in the production | • Clearly evident that  documents are correct,  detailed and accurate  • Care has been taken in the  production | • Evident that documents are  correct and show a general  attention to detail and  accuracy  • General care has been taken  in production | • Documents may have some  errors and show some detail  • Some care has been taken in  production | • Documents have  numerous errors and lack  detail  • Little care taken in the  production |
| Overall Presentation Effectiveness | • This was an exceptional  presentation and  extremely effective | • This was a very good  presentation and very  effective | • This presentation was good  and effective  7 | • This presentation was  average and somewhat  effective | • This presentation was  weak and not effective |

**Essay rubric scoring**

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| --- | --- | --- | --- | --- |
| Traits | 4 | 3 | 2 | 1 |
| Focus and Details | There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information | There is once clear, well-focused topic. Main ideas are clear but are not well supported by detailed information | There is one topic. Main ideas are somewhat clear | The topic an main ideas not clear |
| Organization | The introduction is inviting, stated the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong. | The introduction states the main topic and provides an overview of the paper. A conclusion is included | The introduction states the main topic. A conclusion is concluded | There is no clear introduction, structure or conclusion |
| Voice | The author’s purpose of writing is very clear and there is strong evidence of attention to audience. The author’s extensive knowledge and/or experience with the topic evident | The author’s purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author’s knowledge and or experience with the topic evident | The author’s purpose of writing is somewhat clear, and there is evidence of attention to audience. The author’s knowledge and or experience with the topic is limited | The author’s purpose of writing is unclear |
| Word choice | The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced | The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and or seems overdone | The author uses words that communicate clearly, but the writing lacks variety | The writer uses a limited vocabulary Jargon or cliches may be present and detract from the meaning |
| Sentence, stricture, grammar, mechanics and spelling | All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and or spelling | Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and or spelling, but they do not interfere with understanding | Most sentences are well constructed, but they have similar structure and or length. The author makes several errors in grammar, mechanics, and or spelling that interfere with understanding | Sentence sound awkward, are distractingly repetitive, or are difficult to understand.the author makes numerous errors in grammar, mechanics and or spelling that interfere with understanding |

**ASSESSMENT SCHEME AND CRITERIA**

* Assignments the weight of which is 10% of the final score; maximum score (A: 80-100) is given when the assignments are due and meet at least 80% of the expected features.
* Presentations the weight of which is 10% of the final score; maximum score (A: 80-100) is given when the presenters are well prepared and manage to present the materials clearly with at least 80% mastery.
* Mid-term test the weight of which is 25% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered.
* Written end-of-term test the weight of which is 40% of the final score; maximum score (A: 80-100) is given when at least 80% of the test items are correctly answered.
* End-of-term academic paper the weight of which is 15% of the final score; maximum score (A: 80-100) is given when the assignments are due and meet at least 80% of the expected features.

- Attendance, in-class behavior, participation in discussions 10 %

- Assignment 20 %

- Midterm 30 %

- Final exam 40 %

This course follows the university standard for grading :

A – excellent , B – above average, C – average, D – below average, E - failure

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| **Mengetahui,**  **Ketua Program Studi**  **Rika Mutiara, S.Pd, M.Hum.** | **Jakarta, Maret 2019**  **Dosen Pengampu,**  **Sri Lestari, S.Pd, MA** |