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| logo UEU kecil |  |
|  | **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 OutlineClass 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: RoutledgeJordan, 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 | EditingProofreadingLay 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 clearand very detailed• Information is directlylinked to presentationtopic• Information is veryorganized | • Main points are clear anddetailed• Information is linked topresentation topic• Information is wellorganized | • Main points are somewhatclear but could use moredetail• Most information is linkedto the presentation topic• Information is organized | • Main points are not clearand lack significant detail• Some information is linkedto the presentation topic• Information is looselyorganized | • Presentation lacks mainpoints and related details• Information lacksconnection to thepresentation topic• Information is notorganized |
| Nonverbal Communication | • Speaker appears verycomfortable andconfident• Speaker consistently facesthe audience andmaintains good eyecontact• Speaker consistentlyappears to be engagingwith the audience• Speaker uses bodymotions and gestures veryeffectively• Speaker utilizes the roomvery effectively viamovement | • Speaker appears fairlycomfortable and confident• Speaker generally faces theaudience and maintainsgood eye contact• Speaker generally appearsto be engaging with theaudience• Speaker uses body motionsand gestures well• Speaker utilizes much of theroom via movement | • Speaker appears generally atease and confident• Speaker sometimes facesthe audience and maintainseye contact• Speaker sometimes appearsto be engaging with theaudience• Speaker's body motions andgestures neither support nordetract from presentation• Speaker moves about someof the room | • Speaker appears uneasy andsomewhat insecure• Speaker rarely faces theaudience or makes eyecontact• Speaker rarely appears to beengaging with the audience• Speaker uses few bodymotions or gestures or hasgestures or movements thatdistract the audience• Speaker is mostly stationary | • Speaker appears veryuneasy and insecure• Speaker faces away fromthe audience or makes noeye contact• Speaker appearsdisengaged from theaudience• Speaker lacks any bodymotions or gestures ordemonstratesconsistently distractionbody motions or gestures• Speaker is completelystationary |
| Quality of Verbal Communication | • Speaker’s voice is veryconfident, steady, strong,and clear• Speaker consistently usesinflections to emphasizekey points or to createinterest• Speaker's talking pace isconsistently appropriate | • Speaker’s voice is steady,strong and clear• Speaker often usesinflections to emphasize keypoints and create interest• Speaker's talking pace ismostly appropriate | • Speaker’s voice is generallysteady, strong and clear• Speaker sometimes usesinflections to emphasize keypoints and create interest• Speaker's talking pace isappropriate | • Speaker’s voice is frequentlytoo weak or too strong• Speaker rarely usesinflections to emphasize keypoints and create interest orspeaker sometimes usesinflections inappropriately• Speaker's talking pace isoften too slow or too fast | • Speaker’s voice isconsistently too weak ortoo strong• Speaker fails to useinflections to emphasizekey points and createinterest or speaker oftenuses inflectionsinappropriately• Speaker's talking pace isconsistently too slow ortoo fast |
| Visual Tools | • Visual aids are verycreative, clear, and easyto read• Presentation isconsistently enhanced bythe visual tools | • Visual aids are usuallycreative, clear, and easy toread• Presentation is oftenenhanced by the visual tools | • Visual aids are reasonablycreative, clear, and easy toread• Presentation is sometimesenhanced by the visual tools | • Visual aids have limitedcreativity or clarity or aresometimes difficult to read• Presentation is notenhanced by the visual tools | • Visual aids demonstrateno creativity or clarityand are often difficult toread• Presentation is weakenedby the visual tools |
| Appropriate Use of Vocabulary | • All terms are included inthe presentation• Used in unique andcreative ways• Used in context | • All terms are included in thepresentation• Used effectively• Used in context | • Most terms are included inthe presentation• Generally usedappropriately• Generally used inappropriate context | • Several terms are includedin the presentation• May or may not be usedappropriately• May lack context | • Few or no terms areincluded in thepresentation• May or may not be usedappropriately• Lacks context |
| Precision and Detail in Documents Produced | • Documents are clear, wellconstructed, accurate andshow attention to detail• Extra care has been takenin the production | • Clearly evident thatdocuments are correct,detailed and accurate• Care has been taken in theproduction | • Evident that documents arecorrect and show a generalattention to detail andaccuracy• General care has been takenin production | • Documents may have someerrors and show some detail• Some care has been taken inproduction | • Documents havenumerous errors and lackdetail• Little care taken in theproduction |
| Overall Presentation Effectiveness | • This was an exceptionalpresentation andextremely effective | • This was a very goodpresentation and veryeffective | • This presentation was goodand effective7 | • This presentation wasaverage and somewhateffective | • This presentation wasweak 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** |