

Module/Course Title: Expository and Persuasive Writing					
Module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
SBI61114	8.5 hours per week	3 CU x 1.5 = 4.5 ECTS	3	3 CU x 16 = 48	16 meetings
1	Types of courses Compulsory coursework	Contact hours 3 CU x 50 minutes = 150 minutes = 2.5 hours per week	Independent study 3 CU x 120 minutes = 360 minutes = 6 hours	Class size 25 students	
2	Prerequisites for participation (if applicable) Not Available				
3	<p>Learning outcomes (PLO + CLO)</p> <p>Course Description This course provides the students with theoretical and practical knowledge on writing expository and persuasive essays in English. The students will practice writing two expository essays and one persuasive essay. Each essay is developed in four stages of writing process, which, according to Zemach and Rumisek (2002), comprises the pre-writing, drafting, reviewing and revising, and rewriting phases (p.3).</p> <p>Program Learning Outcomes:</p> <p>PLO 1 Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works.</p> <p>PLO 2 Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society.\</p> <p>PLO 3 Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism.</p> <p>Intended Learning Outcomes:</p> <p>ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics.</p> <p>ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment.</p> <p>ILO 3 Students are able to demonstrate language skills by using proper English.</p> <p>ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts.</p> <p>ILO 6 Students are able to use media and technology in their learning and research activities</p> <p>Course Learning Outcomes: On completion of this course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Can explain elements of expository and persuasive essays 2. Can convey written information and ideas that comes from the phenomena of language, literature, and culture in good English expository and persuasive essays by utilizing relevant online and offline materials 				

4

Subject aims/Content

Meeting 1 : Introduction to Expository and Persuasive Writing

Students are able to:

1. Recall the general structure and elements of essay

Meeting 2-3 : Review of Essay Structure: Pretest and Discussion of the Pretest Expository Essay

Students are able to:

2. Explain the structure of expository essays (cause-effect, comparison/contrast and problem/solution)
3. Explain the introduction, Thesis Statement, body paragraphs, and concluding paragraph of expository essays

Meeting 4 : Writing a Cause-Effect Essay

Students are able to:

4. Compare the characteristics of cause-effect pattern in an essay and a research paper
5. Select relevant topics comes from the phenomena of language, literature, or culture to write a cause-effect essay

Meeting 5 : Writing a Cause-Effect Essay

Students are able to:

6. Generate and organize ideas for a cause-effect essay
7. Develop an outline into a cause-effect essay

Meeting 6-7 : Writing a Cause-Effect Essay

Students are able to:

8. Select, evaluate, and summarize online or offline materials to write a cause-effect essay
9. Review cause-effect essay drafts individually or collaboratively
10. Revise and publish a cause-effect essay

Meeting 8 : Writing a Comparison/Contrast Essay

Students are able to:

11. Compare the characteristics of comparison/contrast pattern in an academic essay and a magazine article/product review
12. Select relevant topics comes from the phenomena of language, literature, or culture to write a comparison-contrast essay

Meeting 9 : Writing a Comparison/Contrast Essay

Students are able to:

13. Generate and organize ideas for a comparison-contrast essay
14. Develop an outline into a good comparison-contrast essay

Meeting 10-11 : Writing a Comparison/Contrast Essay

Students are able to:

15. Select, evaluate, and summarize online or offline materials to write a comparison-contrast essay
16. Review comparison-contrast essay drafts individually or collaboratively
17. Revise and publish a comparison-contrast essay

Meeting 12 : Persuasive Essay

Students are able to:

18. Explain the structure of a persuasive essay

	<p>19. Explain the introduction, Thesis Statement, body paragraphs, and concluding paragraph of a persuasive essay</p> <p>20. Explain the characteristics of persuasive writing in a personal statement</p> <p>Meeting 13 : Writing a Persuasive Essay Students are able to:</p> <p>21. Select relevant topics comes from the phenomena of language, literature, culture to write a persuasive essay</p> <p>22. Generate and organize ideas for a persuasive essay</p> <p>Meeting 14 : Writing a Persuasive Essay Students are able to:</p> <p>23. Develop an outline into a persuasive essay</p> <p>24. Select, evaluate, and summarize online of offline materials to write a persuasive essay</p> <p>Meeting 15-16 : Writing a Persuasive Essay Students are able to:</p> <p>25. Review persuasive essay drafts individually or collaboratively</p> <p>26. Revise and publish a persuasive essay</p>
5	<p>Teaching methods Lectures, discussions, tim based project</p>
6	<p>Assessment methods</p> <ol style="list-style-type: none"> 1. Class Participation To maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary tasks but they are also expected to interact with peers and the topics as directed in class discussions and activities. The active participation is also taken when students collaboratively do the sequence of procedures in writing a comparison-contrast essay starting from outlining, drafting and reviewing 2. Mid-term assesment (UTS) Students will compose a cause-effect essay in a series of writing process. Students will be asked to select a certain topic or issue that is related to the phenomena of language, literature, or culture, and then analyze the topic to write their ideas in an essay. They review the drafts independently before submitting the final draft of the essay. 3. Collaborative Project Outcome The collaborative project outcome is in the form of a comparison-contrast essay which is written collaboratively in groups. There will be a task guideline for the essay given to students. The essay will be assessed based on the rubric that is explained in task guideline. 4. Final assesment (UAS) Students will compose a persuasive essay in a series of writing process. Students will be asked to select a certain topic or issue that is related to the phenomena of language, literature, or culture, and then analyze the topic to write their ideas in an essay. They review the drafts independently before submitting the final draft of the essay.

Assessment Summary:			
Task Type	Assessment Task	Due	Weighting
Participative Activity	Attendance and class participation	Through the semester	10%
	• Outlining (Comparison-contrast essay)	Week 10	5%
	• Drafting	Week 11	10%
	• Reviewing	Week 12	5%
Collaborative Project Outcome	Final Essay	Week 15	20%
UTS	Cause-effect essay		25%
UAS	Persuasive Essay		25%
Note that attendance at lectures is compulsory.			
7	This module/course is used in the following study programme/s as well		
	Not Applicable		
8	Teacher Yuni Astuti, M.Pd. Isti Purwaningtyas, M.Pd. Fatimah, M. Appl. Ling. / Hamamah, Ph.D. Anandya Asprillia, M.A.		
9	Resources 1. Boardman, C.A. & Frydenberg, J. (2008). <i>Writing to communicate: Paragraphs and essays</i> (3 rd Ed). Pearson Education. 2. Oshima, A. & Hogue, A. (2007). <i>Introduction to academic writing</i> (3 rd Ed.). Longman. 3. Sowton, C., Kennedy, A.S., Lambert, J., & Gokay, J. (2017). <i>Prism level 3: Reading and writing</i> . Cambridge University Press.		