

Module/Course Title: Narrative and Descriptive Writing					
Module/ course code (if used)	Student workload	Credits (ECTS)	Semester	Frequency	Duration
SBI62010	8.5 hours per week	3 CU x 1.5 = 4.5 ECTS	2 nd	3 CU x16 = 48	16 meetings
1	Types of courses Compulsory coursework	Contact hours 3 CU x 50 minutes = 150 = 2.5 hours per week	Independent study 3 CU x 120 minutes = 360 minutes = 6 hours	Class size 30 students	
2	Prerequisites for participation (if applicable) --				
3	Learning outcomes (PLO + CLO) Course Description This course provides the students with theoretical and practical knowledge on writing narrative and descriptive essays in English. First, the students will be introduced to the general structure of essays in English. The students will then practice writing one narrative and one descriptive essay on a topic of their interests. 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). Programme Learning Outcomes: 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. 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. 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. Intended Learning Outcomes: ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics. ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment. ILO 3 Students are able to demonstrate language skills by using proper English. ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts. ILO 6 Students are able to use media and technology into their learning and research activities Course Learning Outcomes: On completion of this course, the students will be able to: 1. explain elements of narrative and descriptive essays 2. write a simple narrative and descriptive essays in English on a familiar subject within their field of interest				

4	<p>Subject aims/Content</p> <p>Meetings 1-4: a. Introduction to the course Students are able to identify the objectives, topics, and assessment methods of the course</p> <p>b. Essay structure and elements Students are able to explain the basic structure (the introduction, Thesis Statement, body paragraphs, and concluding paragraph) of an essay</p>
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	<p style="text-align: center;">c. Coherence and cohesion Students are able to explain coherence and cohesion in an essay</p> <p>Meeting 5: The writing process Students are able to explain steps in making academic writing.</p> <p>Meetings 6 – 10: Writing a narrative essay Students are able to:</p> <ol style="list-style-type: none"> a. Explain the characteristics of a narrative essay b. Select a relevant personal experience as the topic for a narrative essay c. Generate and organize ideas for a narrative essay d. Develop a narrative essay draft based on the outline e. Review narrative essay drafts individually or collaboratively f. Revise and publish a narrative essay that includes detailed account of the experience and complete description of feelings and reactions in said event <p>Meetings 11 - 15: Writing a descriptive essay Students are able to:</p> <ol style="list-style-type: none"> a. Explain the characteristics of a descriptive essay b. Select a topic (an unusual object, a place with personal significance, or an influential person) for a descriptive essay c. Generate and organize ideas for a descriptive essay d. Develop a descriptive essay draft based on the outline e. Review descriptive essay drafts individually or collaboratively f. Revise and publish a descriptive essay that includes sensory, factual, and/or figurative details on the object/ place/ person <p>Meeting 16: Class reflection Students are able define the main concepts learned and identify which strategies/ activities helped them learn the most.</p>
5	<p>Teaching methods Lectures, discussions, case method, collaborative learning</p>

6	<p>Assessment methods</p> <p>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.</p> <p>2. Exercises Exercises are integrated into some lessons. The students must complete the exercises, submit and discuss them. Scores will be provided based on the answer key for the exercises.</p> <p>3. Case Method/Process writing The students will compose a narrative and descriptive essay in a series of writing process. The students will be asked to select a familiar topic appropriate to each type of essay. They review the essay drafts independently or collaboratively before revising, editing, and submitting the complete essay. Scores will be provided based on the writing rubric.</p> <p>Assessment Summary:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Assessment Task</th> <th style="text-align: center;">Task Type</th> <th style="text-align: center;">Due</th> <th style="text-align: center;">Weighting</th> </tr> </thead> <tbody> <tr> <td>Class participation</td> <td>Individual</td> <td>Through the semester</td> <td>10%</td> </tr> <tr> <td>Collaborative Project Outcome (Peer review on essay drafts)</td> <td>Group/Individual</td> <td>Week 2,4,6,11</td> <td>20%</td> </tr> <tr> <td>UTS Writing Task 1 (Narrative Essay)</td> <td>Individual</td> <td>Week 10</td> <td>35%</td> </tr> <tr> <td>UAS Writing Task 2 (Descriptive Essay)</td> <td>Individual</td> <td>Week 15</td> <td>35%</td> </tr> <tr> <td colspan="3" style="text-align: center;">TOTAL</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Weighting	Class participation	Individual	Through the semester	10%	Collaborative Project Outcome (Peer review on essay drafts)	Group/Individual	Week 2,4,6,11	20%	UTS Writing Task 1 (Narrative Essay)	Individual	Week 10	35%	UAS Writing Task 2 (Descriptive Essay)	Individual	Week 15	35%	TOTAL			100%
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7	<p>This module/course is used in the following study programme/s as well</p> <p>Not Applicable</p>
8	<p>Teacher</p> <p>Aris Siswanti, S.S., M.Pd. Fatimah, M. Appl. Ling. Dr. Ida Puji Lestari, M.Pd. Yuni Astuti, S.S., M.Pd. Isti Purwaningtyas, M.Pd Nanang Endrayanto, M.Sc</p>
9	<p>Resources</p> <p>Main sources: McWhorter, K.T. (2021). <i>Successful college writing</i> (8th ed.). Macmillan Learning.</p> <p>Supplementary sources: Boardman, C.A. & Frydenberg, J. (2008). <i>Writing to communicate: Paragraphs and essays</i> (3rd Ed). Pearson Education. Oshima, A. & Hogue,A. (2007). <i>Introduction to academic writing</i> (3rd Ed.). Longman. Zemach, D. E. & Rumisek, L. A. (2002). <i>College writing: From paragraph to Essay</i>. Macmillan.</p>