**SEMESTER COURSE UNIT**

**Writing for Academic Purposes 2 (IG 494)**

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**Lecturer:**

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**DEPARTEMENT OF ENGLISH EDUCATION**

**ENGLISH EDUCATION STUDY PROGRAM**

**FACULTY OF LANGUAGE AND LITERATURE**

**UNIVERSITAS PENDIDIKAN INDONESIA**

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| Description: upi_pAHE.jpg | **COURSE UNIT**  | Doc No : -( Faculty)-UPI-(Study Pogram Code No)-(Course no in Curriculum Stucture) |
| Revision : 00 |
| **Theoretical Bases of ESP** | Date : …………. |
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| Lecturer | Curriculum Development Team | Head of Study Program |

**SEMESTER COURSE PLAN**

**Course Identity**

Study Program : English Education Study Program

Level : S1
Course : Writing for Academic Purposes 2

Code : IG494

Course Group : English Education Program Courses

Credit Hours : 2

Semester : 5

Prerequisite : Writing for General Communication 1;Writing for General Communication 2; Writing in Professional Contexts; Writing for Academic Purposes 1

Course Status : Compulsory

Lecturer(s) : Iyen Nurlaelawati, M.Pd.; Sudarsono M.I., M.A.

**Course Description**

This course is the last course of writing skill and is expected to lead students to gain the most advanced writing skill they need to succeed in their study at the university level. It exposes students to writing a good research proposal in English. Students are introduced to the nature, the structure, and the elements of research proposal. Students will be required to write their research proposal independently. As in the previous writing courses, students will go through the process of writing as professionals do, starting from building knowledge of the topic, building text knowledge, drafting, revising, editing, and proofreading their research proposal. In addition, they will practice how to cite from references, especially based on APA. Students’ critical thinking, reading and writing will be consolidated in this course and feedback on content and mechanics of writing from both the lecturer and peers will be provided along the process of writing.

**Program Learning Outcomes (PLO)**

1. Students are able to critically understand, and appropriately apply the knowledge of English language systems to serve various purposes in conjunction with their profession (ELO#1)
2. Students are able to utilize ICT-based teaching aids and media in the teaching of English (ELO#7)
3. Students are able to perform professional responsibilities and ethics (ELO#8)
4. Students are able to recognize the needs, motivate and sustain engagement in lifelong learning (ELO#9)

**Course Learning Outcomes (CLO)**

At the end of the course, students are expected to be able to:

1. Have a strong understanding on what a research proposal is and how a research proposal is developed (ELO#1);
2. Write a research proposal with appropriate structures and elements of a research proposal and academic style (ELO#1);
3. Show strong capacity of critical thinking, reading and writing in their writing (research proposal) (ELO#1);
4. Show strong capacity to cite and reference appropriately (ELO#1);
5. Use features for marking in the computer (ELO#7);
6. Search information in the internet responsibly (ELO#7);
7. Show responsibility on the process and the results of their learning (ELO#8);
8. Read resources related to information to writing a research proposal (ELO#9).

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| Sessions | Indicators of Course Learning Outcomes | Core Materials  | Learning Activities | Time  | Assessment and Assignment | Resources & Media |
| 1 | * Students identify the nature of the course
* Students identify activities to do and efforts made over the course
* Students identify a topic they are going to write for their research proposal.
* Students have background knowledge about the topic they are going to write
* Students apply critical thinking they have learnt in previous writing courses in reading
* Students cite and reference appropriately
 | Introducing the course outlineReview of the nature of academic writingIntroducing the nature and the elements of a research proposal Reminding about critical thinking, citation and referencing-related aspects they learnt in the previous coursesBuilding topics for a research proposal | * Lecturer’s presentation
* Discussion & question and answer
* Negotiation between the lecturer and students on the course-related aspects
* Brainstorming of possible topics for a research proposal. (students can relate the topic to what they learn in other language skill courses)
* The lecturer assigns the students to read different texts about the topic they are going to write.
 | 2x50’ | Finding a topic for research proposal | SyllabusEmilia, 2008Handouts  |
| 2 | * Students have a strong background knowledge about the topic they are going to write.
* Students practice taking notes on what they read.
* Students apply critical thinking in reading
* Students cite and reference appropriately
 | Building topics for a research proposalApplying critical thinking in reading and writingApplying appropriate citation an referencing | * The lecturer and the students do a conference on the topic for writing.
* The lecturer reminds the students about critical thinking in reading and writing, and appropriate citation and referencing.
* Students get feedback from the lecturer on the topic and notes on their reading.
 | 2x50’ | Reading related to the selected topic | Emilia, 2008Handouts  |
| 3 | * Students can identify the structure and language features of the background section of a research proposal.
* Students start to write the first draft of the background section
* Students apply critical thinking in reading and writing
* Students cite and reference appropriately
 | Building text knowledge on the background section of a research proposal Writing the background section of a research proposalApplying critical thinking in reading and writingApplying appropriate citation and referencing | * The lecturer and the students identify the generic structure and language features of the background section of a research proposal
* Students write the first draft of the background section of a research proposal
* Students get feedback from the lecturer and other peers on their writing.
 | 2x50’ | Students’ first draft | Emilia, 2008Handouts  |
| 4 | * Students revise, edit the first draft of the background section of a research proposal
* Students apply critical thinking in writing
* Students cite and reference appropriately
 | Revising, editing, proofreading the background section of a research proposalApplying critical thinking in reading and writingApplying appropriate citation and referencing | * Students revise, edit the first draft
* Students apply critical thinking in writing, appropriate citation and referencing
* Students get feedback from the lecturer and other peers.
 | 2x50’ | Students’ revised drafts | Emilia, 2008Handouts  |
| 5 | * Students identify the elements of the purpose, the research questions and significance of the study.
* Students write the purpose, the research questions and significance of the study in a research proposal.
* Students apply critical thinking in writing
* Students cite and reference appropriately
 | Building text knowledge about the purpose, research questions and significance of the studyWriting the purposes, the research questions, and the significance of the studyApplying critical thinking in writing | * Students and lecturers review the purpose, the research questions and significance of the study.
* Students write the purpose, the research questions, and significance of the study sections of a research proposal.
* Students apply critical thinking in writing, appropriate citation and referencing
* Students get feedback from the lecturer and other peers.
 | 2x50’ | Students’ drafts | Emilia, 2008Handouts  |
| 6 | * Students can identify the elements and linguistic features of the literature review section of a research proposal.
* Students practice taking notes on what they read.
* Students apply critical thinking in reading
* Students cite and reference appropriately
 | Building text knowledge of the literature review section of a research proposalReview of elements of the literature reviewWriting the literature review.Applying critical thinking in reading and writingWriting appropriate citation and referencing. | * The lecturer model the literature review section for a research proposal.
* The lecturer explains about types of theories (descriptive and explanatory theories) that should be discussed in the literature review section of a research proposal.
* The lecturer and the students do a conference on the topic they research (Students can relate the topic to what they learn in other language skill courses)
* The lecturer reminds the students about critical thinking in reading and writing and appropriate citation and referencing.
* Students get feedback from the lecturer on the topic and notes on their reading.
 | 2x50’ | Students’ drafts | Emilia, 2008Handouts  |
| 7-8 | * Students can write the literature review with an appropriate structure and linguistic features
* Students practice taking notes on what they read.
* Students apply critical thinking in reading
* Students cite and reference appropriately
 | Revising and editing the literature reviewApplying critical thinking in reading and writingWriting appropriate citation and referencing. | * The lecturer and the students do a conference on the literature review section.
* The lecturer reminds the students about critical thinking in reading and writing, appropriate citation and referencing
* Students get feedback from the lecturer on their notes.
 | 2x50’ | Students’ drafts | Emilia, 2008Handouts  |
| 9 | * Students can identify the elements of the research methodology section.
* Students can write the literature review section with an appropriate structure and linguistic features.
* Students apply critical thinking in writing
* Students cite and reference appropriately
 | Building text knowledge of the research methodology and review of elements of the research methodology section of a research proposal.Writing the participants, setting of the research and justificationApplying critical thinking in reading and writingWriting appropriate citation and referencing. | * Students revise, edit the first draft
* Students apply critical thinking in writing, appropriate citation and referencing
* Students get feedback from the lecturer and other peers.
 | 2x50’ | Students’ drafts | Emilia, 2008Handouts  |
| 10 | * Students revise, edit the second draft
* Students apply critical thinking in writing
* Students get feedback from the lecturer and other peers.
* Students cite and reference appropriately
 | Review of the research designWriting the research design and justificationApplying critical thinking in reading and writingWriting appropriate citation and referencing. | * Students revise, edit the second draft
* Students apply critical thinking in writing, appropriate citation and referencing.
* Students get feedback from the lecturer and other peers.
 | 2x50’ | Students’ drafts | Emilia, 2008Handouts  |
| 11 | * Students have a strong background knowledge about the topic for essay text.
* Students practice taking notes on what they read.
* students can apply critical thinking in reading
* Students get feedback from the lecturer on their notes
* Students cite and reference appropriately
 | Revising and editing the research design and justification Applying critical thinking in reading and writingWriting appropriate citation and referencing. | * The lecturer and the students do a conference on the topic for essay text (students can relate the topic to what they learn in other language skill courses)
* The lecturer reminds the students about critical thinking in reading and writing, appropriate citation and referencing
* Students get feedback from the lecturer on the topic and notes on their reading.
 | 2x50’ | Students’ drafts | Emilia, 2008Handouts  |
| 12 | * Students have a strong background knowledge about the topic for essay text.
* Students practice taking notes on what they read.
* Students apply critical thinking in reading
* Students get feedback from the lecturer on their notes.
* Students cite and reference appropriately
 | Writing the data collection techniques and justificationApplying critical thinking in reading and writingWriting appropriate citation and referencing. | * The lecturer and the students do a conference on the topic for writing essay text
* The lecturer reminds the students about critical thinking in reading and writing, appropriate citation and referencing
* Students get feedback from the lecturer on the topic and notes on their reading.
 | 2x50’ | Students’ drafts | Emilia, 2008Handouts  |
| 13 | * Students can identify the structure and language features of essay texts.
* Students start to write the first draft of narrative text
* Students apply critical thinking in reading and writing
* Students get feedback from the lecturer and other peers.
* Students cite and reference appropriately
 | Writing the data analysis and justificationApplying critical thinking in reading and writingWriting appropriate citation and referencing. | * The lecturer and the students identify the generic structure and language features of essay text
* Students write the first draft of response to literary works texts
* Students apply critical thinking in reading and writing, appropriate citation and referencing
* Students get feedback from the lecturer and other peers on their writing.
 | 2x50’ | Students’ drafts | Emilia, 2008Handouts  |
| 14 | * Students revise, edit the first draft
* Students apply critical thinking in writing
* Students get feedback from the lecturer and other peers.
* Students cite and reference appropriately
 | Revising and editing all the methodology chapterApplying critical thinking in reading and writingWriting appropriate citation and referencing. | * Students revise, edit the first draft
* Students apply critical thinking in writing, appropriate citation and referencing
* Students get feedback from the lecturer and other peers.
 | 2x50’ | Students’ drafts | Emilia, 2008Handouts  |
| 15 | * Students revise, edit the second draft
* Students apply critical thinking in writing
* Students get feedback from the lecturer and other peers.
* Students cite and reference appropriately
 | Reviewing the research proposal and the course  | * Students revise, edit the second draft
* Students apply critical thinking in writing, appropriate citation and referencing.
* Students get feedback from the lecturer and other peers.
 | 2x50’ | Students’ drafts | Emilia, 2008Handouts  |
| 16 | * To review the course (its strength and improvement)
 | Reviewing the research proposal and the course  | * Reviewing the texts and the course
 | 2x50’ | Students’ drafts |  |

**References**

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Emilia, E. (2010). *Teaching Writing: Developing critical learners.* Bandung: Rizki Press.

Groth, C. (Ed). (2013). *Essay Writing.* Yogyakarta: Penerbit Andi.

Malik, R. S. & F.A. Hamied. (2016). *Research Methods: A guide for first time researchers.* Bandung: UPI Press.