



**UIN MAULANA MALIK IBRAHIM MALANG**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**  
**JURUSAN TADRIS BAHASA INGGRIS**

**RENCANA PEMBELAJARAN SEMESTER**

MATA KULIAH	KODE	RUMPUN MK	BOBOT (SKS)	SEMESTER	TGLPENYUSUNAN
Academic Writing	20010711C20	Keterampilan dan Komponen Bahasa	3	6	28 Agustus 2020
<b>Otorisasi</b>	<b>Dosen Pengembang RPS</b>		<b>Koordinator RMK</b>		<b>Ka. PRODI</b>
	Tanda Tangan  (Prof. Dr.H.Langgeng Budianto, M.Pd) NIP. 197110142003121001		Tanda Tangan  (.....)		Tanda Tangan  (Prof. Dr.H.Langgeng Budianto, M.Pd) NIP. 197110142003121001
Capaian Pembelajaran (CP)	CPL - PRODI				
	KU-01	Mampu mengembangkan pemikiran logis, kritis, sistematis, inovatif, mandiri, bermutu dan terukur dengan pendekatan interdisipliner			
	KK-01	Mampu menyelenggarakan proses pembelajaran Bahasa Inggris, melaksanakan penelitian, menerjemahkan, memandu wisata serta menulis karya akademik untuk didiseminasikan dalam forum ilmiah, jurnal terakreditasi atau buku ber-ISBN.			
	KK-02	Mampu mengaplikasikan keterampilan berbahasa Inggris dalam mengidentifikasi dan menganalisis ragam permasalahan serta penyelesaian pada profesi yang dipilih.			
	P-03	Menguasai keterampilan berbahasa Inggris minimal setara dengan tingkat post-intermediate untuk menciptakan komunikasi baik lisan maupun tertulis secara lancar, akurat, efektif dan berterima			
	CP - MK				
M - 1	To understand the concept of academic writing				
M - 2	Understand the academic vocabulary				

	M - 3	Understand the type of sentence structure
	M - 4	Understand the research paper structure
	M - 5	Understand how to build academic paper with appropriate provisions
Deskripsi Singkat MK	Mata kuliah ini bertujuan membekali mahasiswa dengan teori dan praktik menulis karya ilmiah dalam bahasa Inggris. Bahan pembelajaran meliputi jenis karangan ilmiah, dan teknik-teknik pengembangan tulisan, penggunaan referensi, cara meringkas, memparafrase, dan menggabungkan informasi dari berbagai sumber.	
Materi Pembelajaran/Pokok Bahasan	<ol style="list-style-type: none"> <li>1. The process of academic writing</li> <li>2. Using Academic Vocabulary <ol style="list-style-type: none"> <li>a. Academic word list</li> <li>b. Correct register</li> </ol> </li> <li>3. Precise language</li> <li>4. What is paragraph</li> <li>5. The element of an essay</li> <li>6. Determining topic sentence</li> <li>7. Selecting title</li> <li>8. Referencing techniques in writing: quotation, summarizing, paraphrasing</li> <li>9. Type of transition</li> <li>10. Research paper structure</li> </ol>	
Pustaka	Utama :	
		<ol style="list-style-type: none"> <li>a. Oshima and Ann Hogue (1999). <i>Writing Academic English</i>, Second Edition, by Alice. White Plains: Addison, Wesley, Longman,</li> <li>b. Haartley, james. (2008). <i>Academic Writing and Publication a Practical handbook</i>. London and New York: Routledge</li> <li>a. Leo, S. <i>English for Academic Purpose: Essay Writing</i>. 2007. <i>The Little, Brown Handbook</i>, by H. Ramsey Fowler and Jane E. Aaron, Pearson, 2004.</li> </ol>
	Pendukung :	
		Any related articles taken from books, journals, or internet Additional References

	1. Ummah, L. K., & Bisriyah, M. (2022). EFL students' perception on Grammarly premium's feedback and dealing with inaccuracies. <i>JEES (Journal of English Educators Society)</i> , 7(2), 163-172.	
Media Pembelajaran	Perangkat Lunak :	Perangkat Keras :
	Laptop, LCD, whiteboard	
Team Teaching		
Matakuliah Syarat		

<b>Expected Outcome</b>	<b>Topic(s) and Subtopics</b>	<b>Learning Experience</b>	<b>Indicator(s)</b>	<b>Assessment</b>	<b>Time Allotment</b>	<b>Learning Sources/ Instruments/ Media</b>
<b>(21)</b>	<b>(2)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>
To understand the concept of academic writing	The process of academic writing	<ol style="list-style-type: none"> <li>1. Brainstorming</li> <li>2. Choosing and narrowing topics</li> <li>3. Outlining</li> <li>4. Free writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Explaining the way to make good organization of writing</li> <li>2. Explaining the academic text of different genres in English</li> <li>3. Explaining the ways of structuring the texts</li> <li>4. Understanding basic terms in academic writing and non academic writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Questions on the reasons why English becomes an international language</li> <li>2. Questions on the definition of the terms</li> </ol>	1 x 100 minutes	<ol style="list-style-type: none"> <li>1. Compilation of basic terms in ELT</li> <li>2. Journal articles</li> </ol>
To understand the academic vocabulary	Using Academic Vocabulary <ol style="list-style-type: none"> <li>1. Academic word list</li> <li>2. Correct register</li> <li>3. Precise language</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading and familiarizing the part of speech</li> <li>2. Group discussion or pair work</li> <li>3. Simulation</li> <li>4. Question and answer</li> </ol>	<ol style="list-style-type: none"> <li>1. Explaining the academic word list, correct register and precise language</li> <li>2. Explain the use of academic vocabulary</li> <li>3. Explaining the semantic field word formation</li> <li>4. Apply the common academic word list in academic writing</li> </ol>	<ol style="list-style-type: none"> <li>1. Questions about the methods</li> <li>2. Practice on each method</li> </ol>	3 x 100 minutes	<ol style="list-style-type: none"> <li>1. Textbooks on approaches and methods in ELT</li> <li>2. Related articles</li> </ol>

To understand the type of sentence structure	1. Simple 2. Compound 3. Complex 4. Compound complex	1. Classroom discussion 2. Simulation	1. Explaining the use of simple sentence 2. Explaining the use of compound sentence 3. Explaining the the use of complex and compound complex sentences 4. Applying the simple, compound, complex and compound complex sentence	1. Questions about CLT 2. Teaching practice	2 x 100 minutes	1. Textbooks 2. Examples on CTL
To understand the concepts of organizing good paragraph	1. What is paragraph 2. The element of an essay	1. Paragraph structure 2. Unity and coherence 3. Paragraph outlining 4. Writing topic sentence 5. Body of the paragraph 6. Concluding sentence	7. Explaining the aspects of paragraph structure 8. Explaining the aspects of unity and coherence 9. Explaining the aspects of introductory, body and concluding sentences	Teaching practice activity	3 x 100 minutes	1. Textbooks 2. Related materials
To understand the way to decide a topic and title	1. Determining topic sentence Selecting title		1. Explaining the aspects of determining topic 2. Applying the appropriate title	Teaching practice activity	4 x 100 minutes	1. Textbooks 2. Related materials
To understand the concepts and the application of referencing technique:	Referencing techniques in writing: quotation, summarizing, paraphrasing	Direct and indirect quotation Writing a paraphrase Writing a summary	1. Explaining the way to quote 2. Explaining the way to do a paraphrase 3. Applying the appropriate way to summary	1. Questions 2. Students' teaching performance	1 x 100 minutes	1. Textbooks 2. Related materials

quotation, paraphrase, and summarizing						
To understand the transition types	Type of transition	Brainstorming the location of transition	3. Explaining the aspects transitions 4. Applying the appropriate transition	1. Questions 2. Students' teaching performance	1 x 100 minutes	1. Textbooks 2. Related materials
To understand the research paper structure	Research paper structure	1. Outlining the research paper	1. Explaining the format of research paper structure 2. Applying the appropriate research paper structure	Students' teaching performance	1 x 100 minutes	1. Textbooks 2. Related materials

### Assessment

To measure the attainment of the course intended learning outcomes, students will have some assessments throughout the semester. Students are expected to read the assessment summary and the rubric provided (if any). Students are also expected to pay attention to the deadline of the assessment. In order to avoid any procrastination, 20% of the total points will be deducted for any assessment component received 1-2 days late; any assessment component received later than the due date will receive 0 points. Below is the list of the assessment summary.

No	Assessment Component	Percentage
1.	Attendance, question, and answer	20%
2.	Writing practice	20%

3.	UTS	30%
4.	UAS	30%

### Assessment descriptions

#### 1. Attendance, question, and answer

It is designed to evaluate students comprehensively on their participation, understanding of course content, and ability to apply academic writing principles effectively. This assessment structure aims to provide a holistic evaluation of students' performance in the Academic Writing course, combining their attendance record with their knowledge and practical application of academic writing principles. It encourages active participation, critical thinking, and proficiency in written communication skills essential for academic success.

#### 2. Writing practice

The assessment for the Academic Writing course incorporates rigorous evaluation of students' writing abilities through practical exercises and assignments designed to enhance their academic writing skills. Throughout the course, students engage in various writing practices aimed at developing proficiency in different aspects of academic discourse. The assessment is structured to reflect these practices and evaluate students' progress and mastery of key competencies in academic writing. Academic Writing course is designed to be comprehensive, reflecting the practical application of writing skills in academic contexts. It aims to equip students with the necessary tools and techniques to communicate effectively in their academic pursuits and beyond.

#### 3. UTS

In the Midterm Exam (UTS) of the Academic Writing course, students will be assessed based on their ability to answer several questions covering various materials studied throughout the first half of the semester. This assessment aims to measure students' understanding and skills in essential aspects of academic writing. Through this assessment, students are expected to demonstrate the skills they have developed in academic writing and their ability to apply the techniques they have learned. This assessment will provide an overview of students' readiness to write complex and well-structured academic works and their ability to adhere to high academic writing standards.

#### 4. UAS

In the Final Exam (UAS) for the Academic Writing course, students will be assessed based on their ability to complete several questions covering various materials studied throughout the semester. This assessment aims to measure students' in-depth understanding and practical skills in academic writing. Through this assessment, students are expected to demonstrate the skills they have developed in academic writing and their ability to apply the techniques they have learned. This evaluation will provide insights into the students' readiness to write complex and well-structured academic works, as well as their ability to adhere to high standards of academic writing.

#### **Class policies**

- To optimize individual learning, students are expected to:
- Students always prepare if any shifting mode of learning occurs due to COVID 19 pandemic. The shifting might ask students to do online face-to-face meeting or asynchronous online meeting.
- Students MUST meet the minimum attendance excluding mid-exam and final exam period to be eligible for the Project 1, 2, and 3 score. The minimum attendance is 80% of the total meeting. Shall the students have any emergency cases that are unable them to come to the class due to such as such as sickness, accident, religious activities, etc., they have to use the 20% of the allowable percentage for absence.
- Students are HIGHLY expected to read the materials assigned and or given during the semester so that they are ready for the class. Shall they miss the class due to certain circumstances; they must keep appropriate copies/backups of every assignment submitted.
- Students are expected to be critically active during the class discussion in online forum created by the teacher. Something anything related to the class is expected to be discussed with the lecturer during the office hours or emails;
- In order to get the full grade in this course, students are expected to have 90% of the attendance and meet the standard given in each assessment given as well as thoughtful active participation in online forum created by the teacher during the semester.
- Any form of cheating, plagiarisms, and academic dishonesty will result in failure of the course. Students are expected to cite properly all the references they use in this course.
- Every effort will be made to ensure that the teaching, learning and assessment activities of this course are given as described. Any unpublished changes for course improvement will be notified and discussed in class. However, circumstances may occasionally make this impossible, and therefore there is the right to add, alter or withdraw particular information contained in this course outline.