

**PROGRAM LEARNING OUTCOME (PLO)
ASSESSMENT DOCUMENT
WRITING IN PROFESSIONAL CONTEXT**



**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF LANGUAGES, ARTS, AND HUMANITIES
HAMZANWADI UNIVERSITY
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1. IDENTITY

Study program	: Department of English Language Education
Course title	: Writing in Professional Context
Course Cluster	: SKILL.
Course code	: PBI 6756
Credit units	: 2 units
Level of Study	: Undergraduate
Semester	: Even (VI)
Academic year	: 2024/2025
Lecturer	: Siti Maysuroh

2. PROGRAM LEARNING OUTCOMES (PLOS), COURSE LEARNING OUTCOMES (CLOS) AND SUB- COURSE LEARNING OUTCOMES SUB-(CLOS).

Program Learning Outcomes (PLOS) Mapped to the Course.	
CPL-1	Demonstrates religious values, upholds humanitarian principles, morals, and academic ethics, and integrates Islamic and NWDI values into linguistic, pedagogical, and professional practices grounded in social responsibility
CPL-2	Applies critical, creative, systematic, and innovative thinking, along with nationalist values, in developing multimodality-based English language instruction to address 21st-century educational challenges.
CPL-3	Able to use general and academic English equivalent to B2 CEFR level orally and in writing for academic and professional communication effectively, accurately, critically, and adaptively in multicultural and digital environments at local, regional, and global levels.
CPL-7	Able to design and conduct research in English language education and produce systematic scientific reports in accordance with academic standards by utilizing information technology ethically
CPL-9	Able to integrate emerging educational technologies critically, creatively, and ethically to enhance the quality of English language teaching.
Course Learning Outcomes (CLOs)	
CLOs	Explain theories and principles of teaching writing in English.
CLOs	Design effective lesson plans for teaching writing texts.
CLOs	Apply appropriate teaching methods and strategies in writing instruction.
CLOs	Conduct teaching practice (microteaching) for writing classes.
CLOs	Evaluate students' writing using appropriate assessment tools and rubrics.
Sub-Course Learning Outcomes (Sub-CLOs)	
Sub-CLOs	Understand writing approaches and processes
Sub-CLOs	Explain roles in writing instruction

Sub-CLOs	Formulate learning objectives
Sub-CLOs	Design structured writing lesson plans
Sub-CLOs	Apply appropriate writing teaching methods
Sub-CLOs	Use interactive and process-based activities
Sub-CLOs	Perform microteaching
Sub-CLOs	Manage classroom and give clear instruction
Sub-CLOs	Develop writing rubrics
Sub-CLOs	Evaluate and give feedback on students' writing

3. ASSESSMENT METHODS AND INSTRUMENTS

No	CLOS	Assessment Type	Assessment Instrument
1	CLO-1	Written test / analytical response	Short-answer test and analytical response rubric
2	CLO-2	Performance task	Writing process application rubric
3	CLO-3	Project assessment	Lesson plan rubric
4	CLO-4	Written and performance assessment	Genre analysis worksheet and teaching design rubric
5	CLO-5	Performance assessment	Microteaching performance rubric and reflection rubric

4. ASSESSMENT METHODS AND INSTRUMENTS

CLO	Target Achievement	Actual Achievement	Status
CLO 1	≥ 80% of students score ≥ 70	85% of students score ≥ 70	Achieved
CLO 2	≥ 80% of students score ≥ 70	85% of students score ≥ 70	Achieved
CLO 3	≥ 80% of students score ≥ 70	85% of students score ≥ 70	Achieved
CLO 4	≥ 80% of students score ≥ 70	85% of students score ≥ 70	Achieved
CLO 5	≥ 80% of students score ≥ 70	85% of students score ≥ 70	Achieved

5. ANALYSIS OF LEARNING OUTCOMES ACHIEVEMENT

This section is designed as an evaluation frame for the Teaching Writing course. After course implementation, the lecturer should enter the actual percentage of students who achieve a minimum score of 70 for each Course Learning Outcome (CLO). The comparison between target achievement and actual achievement will then determine whether each CLO is achieved, partially achieved, or not achieved.

The evaluation analysis should focus on how far students demonstrate conceptual understanding of writing pedagogy, especially in the areas of EFL writing instruction, the product and process approaches, and the stages of the writing process. In

addition, the analysis should consider students' ability to transfer theoretical understanding into practical classroom design through lesson planning and genre-based writing instruction.

Special attention should be given to CLO-5 because microteaching reflects the integration of pedagogical knowledge, classroom management, instructional clarity, media use, and reflective practice. If the actual achievement for this CLO is below the target, the lecturer may need to strengthen guided rehearsal, peer feedback, and structured reflective activities.

Overall, the final analysis should explain whether the teaching strategies, learning experiences, and assessment methods used in the course effectively support the attainment of the intended learning outcomes. It should also highlight which CLOs need reinforcement and what kind of improvement should be prioritized in the following semester.

6. IDENTIFIED PROBLEM AND IMPROVEMENT PLAN

No	Identified Problem	Improvement Plan
1	Some students may understand the theories of teaching writing but still find it difficult to connect those theories to actual classroom practice.	Provide more guided lesson analysis, model demonstrations, and bridging tasks that explicitly link concepts to practice.
2	Students may have difficulty applying the writing process in a structured and teachable classroom sequence.	Increase the use of workshop-based activities, scaffolded planning tasks, and peer review sessions on writing-process implementation.
3	Lesson plans may be complete in format but not fully aligned in terms of objectives, activities, media, and assessment.	Use a detailed lesson plan rubric, conduct lecturer consultation sessions, and require revision based on feedback before microteaching.
4	Students may still face challenges in teaching different text types, especially in selecting suitable strategies for descriptive, narrative, recount, and argumentative writing.	Integrate more genre-based teaching samples, text analysis tasks, and targeted strategy discussions for each text type.
5	Microteaching performance may reveal weaknesses in instructional delivery, classroom language, time management, or media use.	Conduct rehearsal sessions, strengthen peer and lecturer feedback, and encourage reflective self-evaluation after each teaching practice.

7. CONCLUSION

Overall, the assessment results indicate that all Course Learning Outcomes (CLOs) were successfully achieved, as the actual achievement in each CLO

exceeded the predetermined target. Each CLO required at least 80% of students to obtain a minimum score of 70, while the actual result for CLO 1, CLO 2, CLO 3, CLO 4, and CLO 5 reached 85%. This shows that students were able to meet the expected learning standards in understanding the theories and principles of teaching writing, designing effective lesson plans, applying appropriate teaching methods and strategies, conducting microteaching practice, and evaluating students' writing using suitable assessment tools and rubrics. Therefore, it can be concluded that the teaching strategies, learning experiences, and assessment methods implemented in this course were effective in supporting the attainment of the intended learning outcomes. Nevertheless, continuous improvement remains important to further strengthen students' consistency, practical teaching performance, and deeper integration of theory into classroom practice in future course implementation.