



HAMZANWADI UNIVERSITY SELONG
FACULTY OF LANGUAGE ART AND HUMANITIES
Department of English Language Education

Semester Learning Plan (SLP)

Course		Code	Course Group	Units	Semester	Date of Revision
Writing in professional context		ING6555	MKKPP	2	6	11 September 2020
Authorization	Developer of Semester Learning Plan	Coordinator of Course Group		Head of Study Program		
	 M. Junaidi Marzuki, M.Ed	 M. Junaidi Marzuki, M.Ed		 M. Adib Nazri		
Learning Outcomes	Learning Outcomes of Study Program					
	A1	Being devoted to the Almighty and able to demonstrate religious attitudes;				
	A9	Showing a responsible attitude towards the job in his field of expertise independently;				
	A3	Internalizing the values, norms, and academic ethics;				
	A11	Having commitment and sincerity to develop their learners' attitudes, values, and ability based on the moral values and local wisdom, having high motivation to act for the benefit of their students and community				
	GS2	Being able to demonstrate the independent, qualified, and measurable performance				
	SS4	Being able to plan, implement, manage, evaluate teaching and learning process as well as to improve methods and teaching and learning English as a foreign language according to the characteristics and needs of learners and stakeholders corresponding to the process and quality standards;				

	SS7	Being able to identify and analyze issues of quality, relevance, or access to English language learning and present alternative solutions as a decision making;
	Learning Outcomes of the Course	
	O1	Students are able to know and understand the concept of Writing in Professional Context
	O2	Students know generic structure of wide variety of genres
	O2	Students are able to understand the theories of Writing In Professional Context)
		Understand the use of genre
		Student
	O3	Students are able to understand the theories of English Genre.
	O4	Students are able to understand and to write various kinds of English Genre and /or literacy material.
	O5	Student are able to utilize a wide variety of genre for teaching practice
Course Description	The course provides the students with opportunity to organize teaching materials (narrative, recount, analytical exposition, hortatory exposition, descriptive, report, news item, anecdote, reviews, procedure, spoof, and literacy materials) and techniques for teaching the developed/created materials. The instruction covers communicative activities leading students to plan the materials and implement reading writing sequences.	
Learning Material	1. Understanding writing in professional context 2. Understanding genre and functions 3. Type of genres (Narrative, recount, analytical exposition, hortatory exposition, descriptive, report, news item, anecdote, reviews, procedure, spoof, and literacy materials) 4. Genre and language classroom instruction	
References	Moedjito. (2016). Basic Statistics for Research in Language Education. Surakarta: Yuma Pustaka	
Teaching Media/Aids	Software	Hardware
	Online writing process	Laptop, LCD Projector
Teaching Team		
Prerequisite	N/A	

Week	Sub-Learning Outcomes (Expected)	Indicators	Learning Materials	Methods	Learning Experience	Criteria and Type of Evaluation	Allotted Time	Weight (%)
1	By the end of the lesson, the students are expected to have knowledge of the Writing in professional context and theories of Genre.	- Students are able to explain the basic concept of writing in professional context - Ability to describe the definition of WIPC. - Ability to describe the kinds of WIPC. - Ability to describe the strategies of WIPC. - Ability to describe the techniques of WIPC. - Ability to describe the concept of English Genre. - Ability to describe the social function of texts. - Ability to use the generic structure of the texts in writing. - Ability to use the grammatical features of the texts in writing. - Ability to describe and or understand the indicators of writing	- Understanding writing in professional context - Theories of genres	Lecturing Socratic questioning		Whole-class discussion	2 x 50	8

2	By the end of the lesson, the Students are able to know and understand functional text	- Students are able define the meaning of functional text - Students are able to understand type of functional text	Functional text (type of functional text)	- Lecture - Presentation	- Student discuss functional text and type of functional text	- Led-in discussion - Whole group discussion	2 x 50	8
3	By the end of the lesson, the students are expected to have knowledge of narrative text (purpose, structure and language feature	- Students are able to understand the purpose of report - Students are able to understand the structure of report - Students are able to understand language features of report - Students are able to teach by narrative text	Narrative (purpose, structure and language features)	- Lecture - Report	- Student discuss purpose, structure and language feature of narrative text	- Led-in discussion - Group discussion	2 x 50	7
4	By the end of the lesson, the students are expected to have knowledge of descriptive text (purpose, structure and language feature)	- Students are able to understand the purpose of report - Students are able to understand the structure of report - Students are able to understand language features of report	Description (purpose, structure and language features)	Lecture Presentation	- Students indentify generic structure of narrative and descriptive text - Students make narrative and descriptive text - Student discuss purpose, structure and language feature of descriptive text	Group discussion	2 x 50	7

5	By the end of the lesson, the students are expected to have knowledge of report text (purpose, structure and language feature)	- Students are able to understand the purpose of report - Students are able to understand the structure of report - Students are able to understand language features of report	Report (purpose, structure and language features)	- Lecture - Simulation	- Student discuss purpose, structure and language feature of report	- Led-in discussion - Group discussion	2 x 50	7
6	By the end of the lesson, the students are expected to have knowledge of recount text (purpose, structure and language feature)	- Students are able to understand the purpose of recount - Students are able to understand the structure of recount - Students are able to understand language features of recount	Recount(purpose, structure and language features)	- Lecture - Telling story	- Student discuss purpose, structure and language feature of recount	- Led-in discussion - Group discussion	2 x 50	
	By the end of the lesson, the students are expected to have knowledge of advertisement text (purpose, structure and language feature)	- Students are able to understand the purpose of advertisement - Students are able to understand the structure of advertisement - Students are able to understand language features of advertisement	Advertisement (purpose, structure and language features)	Lecture Student group report	Student discuss purpose, structure and language feature of advertisement	- Led-in discussion - Group discussion	2 x 50	7
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9	By the end of the lesson, the students are expected to have knowledge of	- Students are able to understand the	Announcement text (purpose, structure and language features)	- Lecture - Simulation	- Student discuss purpose, structure	- Led-in discussion	2 x 50	7

	announcement text (purpose, structure and language feature)	purpose of announcement - Students are able to understand the structure of announcement - Students are able to understand language features of announcement			and language feature of announcement	- Group discussion		
10	By the end of the lesson, the students are expected to have knowledge of article (purpose, structure and language feature)	- Students are able to understand the purpose of article - Students are able to understand the structure of article - Students are able to understand language features of article	Article (purpose, structure and language feature)	- Recitation oral question	- Student discuss purpose, structure and language feature of article	Led-in discussion Pair work	2 x 50	
11	By the end of the lesson, the students are expected to have knowledge of conversation text (purpose, structure and language feature)	- Students are able to understand the purpose of conversation - Students are able to understand the structure of conversation - Students are able to understand language features of conversation	Conversation ((purpose, structure and language feature)	- Lecture - Simulation	- Student practice conversation - Student discuss purpose, structure and language feature of conversational text	Led-in discussion Group discussion	2 x 50	7
12	students are expected to have knowledge of message/note text (purpose, structure and language feature)	- Students are able to understand the purpose of message/note	Message/note(purpose, structure and language feature)	- Lecture - Focus group discussion	- Student discuss Message/note(purpose, structure and language feature)	- Led-in discussion - Group discussion	2 x 50	

		- Students are able to understand the structure of message/note - Students are able to understand language features of message/note						
13	students are expected to have knowledge of personal profile text (purpose, structure and language feature)	- Students are able to understand the purpose of personal profile - Students are able to understand the structure of personal profile - Students are able to understand language features of personal profile	Personal profile (purpose, structure and language feature)	- Lecture - Simulation	- Students create their personal profile - Students discuss purpose, structure and language feature of personal profile text	Led-in discussion Pair work Whole group discussion	2 x 50	7
14	students are expected to have knowledge of postcard text (purpose, structure and language feature)	- Students are able to understand the purpose of postcard - Students are able to understand the structure of postcard - Students are able to understand language features of postcard	Postcard (purpose, structure and language feature)	- Lecture - Cooperative learning	Students discuss purpose, structure and language features of postcard	- led-in discussion - group work	2 x 50	7

15	students are expected to have knowledge of speech/talk text (purpose, structure and language feature)	- Students are able to understand the purpose of speech/talk - Students are able to understand the structure of speech/talk - Students are able to understand language features of speech/talk	Speech/talk (purpose, structure and language feature)	- Lecture - Simulation	Students see video of speech/talk in a group, student discuss purpose, structure and language feature of talk/speech students produce speech/talk	- Led-in discussion - Group discussion	2 x 50	7
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ASSESSMENT:

1. Attendance and Participation (10%)
2. Assignments/Quiz (20%)
3. Mid-terms exam (30%)
4. Final exam (40%)

Acknowledged by,

Coordinator,



M. Adib Nazri, M.Pd.

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