

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF LANGUAGES AND ARTS EDUCATION
INDONESIA UNIVERSITY OF EDUCATION**

Course : Writing in Professional Contexts
Code : IG 415
Credits : 2 Credit hours

1. Goals:

Upon the completion of the course, students are expected to produce writing texts in different genres specifically in descriptive, explanation, and exposition. It is aimed at helping students prepare the following course on Writing for Academic Purposes.

2. Content:

As a continuation of previous writing course (Writing for General Communication), Writing in Professional Contexts will expand and elaborate students' writing skills to prepare them to the next writing course, Writing for Academic Purposes. In this course, they continue developing their skills by engaging themselves in activities that challenge them to produce coherent, well-organized, purposeful texts. For this purpose, the course provides them with embedded writing theories in its practices as the dominant learning tasks as the course going on.

3. Learning Activities:

The course learning activity will be conducted in a form of presentation mainly. Students will be assigned to prepare media, materials, or activities in the contexts as the course is entitled so. The activities will be assigned in groups whether in pairs or in small group to more get more opportunity to practice their ability. Feedbacks will be provided either as an individual input or as a class input.

4. Prerequisites: Speaking for General Communication: D

5. Evaluation:

- Attendance and class participation : 10%
- Assignments (three + one=mid exam) : 60%
- Final Project (one=final exam) : 30%

6. Weekly Syllabus:

No	Topics	Sources
1	Introduction: course objectives, course coverage, assessment, grading policy, and recommended readings	<ul style="list-style-type: none">• Syllabus• Handout
2	Note-taking 1	Handout

3	Note-taking 2 (Assignment #1)	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)
4	Note-taking: A review	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)
5	Summarizing 1 (Reporting)	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)
6	Summarizing 2	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)
7	Summarizing 3 (Assignment #2)	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)
8	Summarizing: A review (Mid-term Examination)	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)
9	Writing a response 1	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)
10	Writing a response 2	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)

11	Writing a response 3 (Assignment #3)	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)
12	Writing a response: A review	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout

		<ul style="list-style-type: none"> • Segal & Pavlik (1996)
13	Writing an exposition 1	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)
14	Writing an exposition 2	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)
15	Writing an exposition 3 (Assignment #4)	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)
16	Writing an exposition: A review (Final Examination: Final Project)	

7. References

- Anderson, Mark and Kathy Anderson. 1997. *Text Types in English 1*. Yarra: Macmillan Education Australia Pty. Ltd.
- . 1997. *Text Types in English 2*. Yarra: Macmillan Education Australia Pty. Ltd.
- Arnaudet, Martin L. and Mary Allen Barret. 1997. *Paragraph Development: A Guide for Students of English*. 2nd Ed. NJ: Prentice Inc.
- Handout of Writing in Professional Contexts. 2010.
- Segal, Margaret Keenan and Cheryl Pavlik. 1996. *Interactions II*. McGrawHill.

SATUAN ACARA PERKULIAHAN

Course : Writing in Professional Contexts
 Code : IG 415
 Credits : 2 credit hours
 Semester : 2

Sessions	Topics	Objectives	Learning Activities	Evaluation	Source
1	Introductory Remarks	Students are able to: -Identifying course syllabus -Identifying regulation for students (Ss)	Students: -identify course syllabus; identity, description, objectives, assessment, tentative schedule - identify Pedoman Perilaku Mahasiswa - identify & discuss teachers' roles with the lecturer	Process: Ss oral & written responses	Resource: course syllabus & Pedoman Perilaku Mahasiswa Media: NB & LCD projector
2 – 4	Note taking	Students are able to identify & demonstrate note taking	Students: -identify the nature of note taking -practise note taking -get feedback of their work -get more practices		<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)
5 – 8	Summarizing	Students are able to identify & demonstrate summary	Students: -identify the nature of summary -practise summary -get feedback of their work -get more practices	Process: Ss' work	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)
					<ul style="list-style-type: none"> •

9 – 12	Writing a response	Students are able to identify & demonstrate response	Students: -identify the nature of response -practise response -get feedback of their work -get more practices	Proses: respon tulis	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)
13 – 16	Writing an exposition	Students are able to identify & demonstrate exposition	Students: -identify the nature of response -practise response -get feedback of their work -get more practices	Proses: respon tulis	<ul style="list-style-type: none"> • Anderson & Anderson (1997) • Arnaudet & Barret (1997) • Handout • Segal & Pavlik (1996)