



UNIVERSITAS

**SANATA DHARMA**

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

## SURAT TUGAS

No. 058b/LPPM USD/VIII/2017

Ketua Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Sanata Dharma Yogyakarta dengan ini memberikan tugas kepada:

Nama : Barli Bram, M.Ed., Ph.D.  
Pekerjaan : Dosen  
NIP/NIDN : P.1345 / 0529126301  
Jabatan Fungsional : Lektor  
Program Studi : PBI  
Fakultas : Keguruan dan Ilmu Pendidikan

Untuk melaksanakan kegiatan Pengembangan Kompetensi Bahasa Inggris Bidang menulis pada:

Hari/Tanggal : 21 Agustus – 30 November 2017  
Waktu : 08.00 – 15.00  
Tempat : USD

Demikian Surat Tugas ini dibuat, agar yang berkepentingan melaksanakannya.

Yogyakarta, 4 Agustus 2017  
Lembaga Penelitian dan Pengabdian Kepada Masyarakat USD



*Anton Haryono*  
Dr. Anton Haryono, M.Hum.

Ketua

Tiba di .....	Berangkat dari.....
Hari/Tanggal .....	Hari/Tanggal .....
Instansi/Lembaga yang Dituju Penanggungjawab Kegiatan  (.....) Jabatan.....	

**Tembusan:**

1. Wakil Rektor I
2. Dekan
3. Ketua Program Studi
4. Arsip







# UNIVERSITAS SANATA DHARMA

## LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT

### SERTIFIKAT

No : 045/ LPPM USD /I/ 2018

Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas Sanata Dharma memberikan penghargaan kepada :

Nama	: Barli Bram, M.Ed., Ph.D
Jabatan	: Dosen
Unit Organisasi	: Universitas Sanata Dharma

Atas perannya sebagai Instruktur dalam kegiatan pengembangan kompetensi Bahasa Inggris bidang menulis pada 21 Agustus - 30 November 2017, di USD

Yogyakarta, 23 Januari 2018

Lembaga Penelitian dan Pengabdian Kepada Masyarakat

Universitas Sanata Dharma

  
  
Dr. Anton Haryono, M.Hum.  
KETUA





# BASIC WRITING (WRITING A)

## MODULE

	Course Outline
	<b>Basic Writing (Writing A)</b>  <div style="text-align: right;">English Extension Course Effective as of 23 August 2017</div>

**Time Allocation**      2 x 50' class meeting  
**Lecturer**              Barli Bram

Grading Policy	Assessment Aspects	Percentage
	Progress Test 1	25%
	Progress Test 2	25%
	Assignments/Homework	20%
	Attendance/Participation	5%
	Final Test	25%

### 1. Short Description of the Course

This course is meant to give students opportunities to practice their writing skills to produce a good paragraph. During the course, students will be introduced to the concept of a good paragraph which covers topic sentence, supporting sentences, and concluding sentence. After completing the course, the students are expected to be able to produce well-written paragraphs – grammatically and semantically.

### 2. Schedule and Topics

Week	Topic	Source/Note
1 (23 Aug)	Intro; Course outline; Minimum Requirements ... Self-introduction (Writing Assignment One)	Various sources
2 (30 Aug)	Minimum Requirements ... Why English?	Various sources
3 (6 Sep)	Description (part 1)	Various sources
4 (13 Sep)	Description (part 2)	Various sources
5 (20 Sep)	Description (part 3)	Various sources
6 (27 Sep)	<b>Mid Semester Test (Test 1) ON DESCRIPTION</b>	Open Book
7 (4 Oct)	Narration (part 1) ... Past Activities	Various sources
8 (11 Oct)	Narration (part 2) ... Past Activities	Various sources
9 (18 Oct)	Narration (part 3) ... Past Activities	Various sources
10 (25 Oct)	<b>Progress Test 2 ON NARRATION</b>	Open Book
11 (1 Nov)	Argumentation (part 1) ... Future Life, Plans	Various sources
12 (8 Nov)	Argumentation (part 2) ... Future Life, Plans	Various sources
13 (15 Nov)	Argumentation (part 3) ... Future Life, Plans	Various sources
14 (22 Nov)	Argumentation (part 4); Review ...	
15 (... Dec)	<b>Final Test (Open Book) ON ARGUMENTATION</b>	

\* This course outline is subject to change.

### 3. Teaching-learning Strategies

Lectures, discussion and assignments

### 4. References

Bram, Barli. 2002 [1995]. *Write Well: Improving Writing Skills*. Yogyakarta: Kanisius.  
 Chaplin, Frank. 1979. *Paragraph Writing*. Oxford: Oxford University Press.  
 Donald, R, Moore, J, Moore, B, Wargetz, L & Werner, K. 1987. *Writing Clear Paragraphs*. (3rd ed.)  
 Englewood Cliffs, NJ: Prentice Hall.  
 Wishon, George & Julia Burks. 1980. *Let's Write English*. New York: American Book Co.

**Any relevant online, open source materials**

**Week 1: Wednesday 23 August 2017, 4-6 pm, I.K 10**

Meeting one ... Intro ...

**EEC USD Basic Writing, First Meeting, Wednesday, 23 August 2017, 4-6 pm, I/K 10**

Assignment One – Class Work (to be submitted at the end of the class)

Produce a composition about yourself (self-introduction) in around 75 and 150 words long (between five up to 10 sentences, more or less). Write clearly on the paper provided – the folio.

For example: Let me introduce myself. My name is ...

Be sure to check your work carefully before handing it in. Enjoy writing!

Paragraph song

- o  [EEC USD Basic Writing Course Outline \(doc\)File](#)

Check it out?

- o  [EEC USD Basic Writing Course Outline \(pdf\)File](#)

Wanna a pdf version?

- o  [Revision of Task One: Self-IntroductionAssignment](#)

Please upload the revision of your Task One (Self-Introduction) via this button -- if you need to try to improve your Task One score. Thank you.

## Minimum Requirements

When you write (and speak) English, you must check to make sure that you do not make any of the grammar mistakes listed below. Freedom from these mistakes is the lowest possible standard which will be accepted.

Note that the asterisk or 'star' (\*) means that sample the word, phrase, clause or sentence in double quotation marks (" ") is ungrammatical according to standard English grammar.

### 1. Concord/Agreement

- You should make sure that you use the feminine and masculine pronouns correctly.  
"My sister goes to school and \**he* is in the second grade".
- You should make sure that you use the correct singular and plural forms for verbs and pronouns.  
"Things which \**interferes* ..." "A teacher \**want* ..." "Tell the waitress to put \**their* bag on ..."
- You should make sure that you use the correct forms of the nouns after the following words.
  - *one, a, an, each, another* and *every* are followed by singular countable nouns.  
\*\*Each *trees* ... \*\*Another *music* ...
  - *both, these, those, many, few, a few, two, three* and other bigger numbers are followed by countable plural nouns. \*\*Many *pencil* ... \*\*Those *bicycle* ... \*\*Three *elephant* ...
  - *this* and *that* are followed by uncountable and countable singular nouns (not plural nouns). \*\*This *houses* ...
  - *much* is followed by an uncountable noun. "We saw much \**stars* in the sky last night".

### 2. Finite Verbs

You should make sure that every simple sentence and the main (principle or independent) clause in every complex sentence, each has a finite verb. \*\*We happy". \*\*She written a letter". "When they arrived, \**Trat* reading".

### 3. Tenses

You should make sure that you do not change the tense from present to past or from past to present unless you have a good reason for doing so. \*All participants were ready. The instructor then \*begin the training session".

### 4. Verb Groups

You should make sure that the verbs in questions (interrogatives) and negative constructions have the correct form.  
"He does not \*allows ..." "Did they \*liked fishing in the river?"

### 5. Articles/Determiners

- If you use a singular countable noun, you should make sure that you put *a, an, the* or a similar function word (for example, *this* or *that*) before the noun. "My friend put \*book on \*chair".
- If you use an uncountable noun or a plural countable noun, you should make sure that you do not put *a* or *an* before the noun. "They gave me \*an information". "Did you see \*a children in the street?"

When you write English, you must check to make sure that you do not make the mistakes in punctuation and spelling listed below.

### 6. Punctuation

- You should use a capital letter (upper case) at the beginning of every sentence, a full stop or period (.) at the end of every statement, and a question mark (?) at the end of every question.
- You should use a capital letter to begin the name of a person, town or country.
- You should make sure that you use the possessive apostrophe (') correctly.  
"The swan is cleaning \*it's wings". "They found a \*students bag".

### 7. Spelling

- You should make sure that you correctly use the words *their, there, then* and *than*.
- When a word ends in *p, t, d, m, n* and *l* and has a short vowel in its final (stressed) syllable, the consonant should be doubled when the suffixes *-able, -ed* and *-ing* are added. Note that in some contexts, the doubling of the letter *l* does not apply to American English, which spells *traveling* and *traveled*, for example, with a single *l*. In British English, a double *l* is used, as in, *travelling* and *travelled*.

(By courtesy of the English Language Education Study Programme of Sanata Dharma University, Yogyakarta, Indonesia. These MR's are (re)adapted from *An English Language Course for First Year Students of English at the IKIP by RL Fountain (nd)*)


### Notes:

- A **finite verb** may be defined as a verb which changes if the subject (singular or plural, for example), the tense (present or past) and/or the form (positive, negative or interrogative) of a sentence changes.
- There are three types of concord or agreement: a. grammatical concord, b. notional concord and c. proximity concord (Quirk, R et al).

## Week 2: Wednesday 30 August 2017, 4-6 pm, I/K 10

Meeting two ...

General comments on the first written work ... Self-introduction

-  Minimum Requirements (ppt)File  
Check out the slides?

### Writing A Descriptive Paragraph

A paragraph is a group of sentences dealing with a certain topic.

#### The parts of a paragraph

I. **The topic sentence** introduces the main idea of the paragraph. It tells the reader what the paragraph will be about.

II. **The supporting details** make up the body of the paragraph. You should develop and support the main idea of the paragraph by giving **facts, details and examples**. All of the supporting details in the paragraph **MUST** relate to the topic sentence. Do Not include irrelevant details.

III. **The closing sentence** is the last sentence in a paragraph. It repeats the main idea of your paragraph in other words.

A Descriptive Paragraph describes people, animals or things.

Read the following example of a **descriptive paragraph**.

#### **The Camel**

Some people might say that the camel is an ugly creature, but in fact, it is a remarkable animal. It has a floppy hump in the middle of its back, big teeth, a strong smell, and long legs as thin as sticks. Its natural habitat is the desert, where there is little water and a lot of hot sand. Yet the camel can survive these difficult conditions because it is built for it. It can exist for long periods on the fat stored in its hump and by eating the thorny plants of the desert; it has pads on its feet, knees and chest so that it can endure the hot sand whether it is standing or sitting. Don't be deceived by appearances. You may think the camel ugly, but its qualities go far beyond its looks.


**Descriptive paragraphs** usually have the following characteristics (מאפיינים) in common:

- ✓ The first sentence introduces the topic.
- ✓ The last sentence gives general information based on what has been written before.
- ✓ They use rich language and a lot of adjectives.
- ✓ They have comparisons to help describe the topic.
- ✓ They use language that appeals to the senses (describe what the object looks like, sounds like, feels like, smells like etc.)
- ✓ The tense used is mostly the PRESENT SIMPLE.


## Week 3: Wednesday 6 September 2017, 4-6 pm, I/K 10

Week three ...

Why English (Reasons for studying English)



-  **Task 2: Why English? Assignment**  
Assignment two: produce a writing product (one paragraph or two paragraphs) about your reasons for studying or improving your English.

Upload your written work via the button **Assignment Two: Why English?**  
**Please remember to include your name and EEC student number in your doc file. Thank you.**  
 By the way, how to access this learning platform, ExeLsa Moodle?  
 Try this web address: <https://mahasiswa.usd.ac.id/mahasiswa>  
**(username and password, the same: your student number)**

-  **Descriptive Paragraph (pdf) File**  
Please click to retrieve the file.  
Enjoy writing your descriptive paragraph!

## Week 4: Wednesday 13 September 2017, 4-6 pm, I/K 10

Meeting four ...  
 Descriptive paragraphs ...  
 Feedback on home assignments

-  **Descriptive Paragraph -- SampleFile**  
Check out the file?
-  **Revision of Task 2 ... Why English Assignment**  
Upload your revision (click the button).

### Writing a description

Use the five senses to write a paragraph describing a cake.

Tip: the five senses are sight, smell, hearing, touch, and taste.

Write a topic sentence on the first line.

Tip: a topic sentence gives us the main idea of the paragraph.

For example, you could start Chocolate cake is...



Example: 'Chocolate cake is covered in chocolate icing.'



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Week 5: Wednesday 20 September 2017, 4-6 pm, I/K 10

Week five ...

Write a descriptive paragraph about an object (a small one -- will be better).

Check and check again your writing product by yourself first and then ask at least one friend to check your work, too.

After you have done your best, please upload your file onto ExeLSa. Thank you.


-  **Task 3: Descriptive Paragraph Assignment**  
Ready to upload your work?

**Due date: Wednesday, 20 September 2017, 01:15 PM**

## Week 6: Wednesday 27 September 2017, 4-6 pm, I/K 10

**Progress Test One: Open book/source**

Write a descriptive paragraph about ... (to be decided in due course)

-  **Test One: Description Forum**  
Post your work here.



And then ... comment on your friend's work.

## Week 7: Wednesday 4 October 2017, 4-6 pm, I/k 10

Meeting seven ...

Narrative paragraph (part one) ...



to narrate = to tell a story

-  **Notes on Narrative Writing File**
-  **Narrative Paragraph ... Example ... Brainstorming File**  
Cool

## Week 8: Wednesday 11 October 2017, 4-6 pm, I/k 10

Meeting eight ...

Narrative paragraph (part two) ...

-  **Narrative Paragraph -- Story Organizer (5 Whs + 1 H) File**  
Be like a journalist?  
Five wh's and one h (5 Wh-words and 1 H-word)  
What.. Where ... Why ...
-  **Task 4: Story Organizer for Narrative Paragraph Assignment**  
Upload the file of your story organizer for a narrative paragraph (Remember: what, where, when, who, why and how ...).

Due date: Tuesday, 10 October 2017  
Enjoy writing or planning your story organizer! :-))

## Week 9: Wednesday 18 October 2017, 4-6 pm, l/k 10

Meeting nine ...

Narrative paragraph (part three) ...

-  **Task 5: Narrative Paragraph Assignment**  
Please upload your narrative paragraph, task 5 -- if you haven't done so. Thanks.

## Week 10: Wednesday 25 October 2017, 4-6 pm, l/k 10

Week 10 ...

### Progress Test Two: Open book/source

Write a narrative paragraph about ... (to be decided in due course)

### USD EEC Basic Writing – Test 2 (Compose your paragraph on the back of the page.)

#### Narrative Paragraph Topics

By Grace Fleming

Looking a topic for your narrative paragraph? The list below might be helpful and inspiring.

1. When I Got Lost
2. My Favorite Meal
3. If I Could Go Back in Time
4. I Saw the Weirdest Thing
5. An Animal I Would Be
6. Something I Wish I Had
7. If I Could Only See One Color
8. If I Could Change One Thing About Me
9. A Place I'd Like to Live
10. My Secret Place
11. Something Nobody Knows About Me
12. I'd Like to Invent This
13. If I Could Be Somebody Else for a Day
14. Most Interesting Animal Encounter
15. You Won't Believe I Saw This
16. My Hero
17. My Favorite Weather Story
18. My Favorite Superpower
19. If I Were Invisible
20. If I Were President
21. If I Could Have Any Pet
22. If I Had a Million Dollars
23. A TV Show I Would Make Up
24. A Job I Hate to Do
25. The Most Beautiful Thing in the World
26. My Parents Were Right
27. My Favorite Toy Ever
28. A Hard Lesson Learned
29. If I Had My Own Planet
30. My Greatest Accomplishment
31. My Lucky Charm
32. If I Could Make School Rules
33. How Embarrassing!
34. My Favorite Gadget
35. My Earliest Memory
36. Under My Bed
37. The Hardest Thing I Ever Had to Do
38. If I Could Live in Another Century
39. This Made Me Laugh!
40. A Secret Place
41. If I Could Invent a Holiday
42. My Secret Talent
43. The Year 2050
44. The Greatest Invention
45. 5 Things I Can't Live Without
46. 5 Things I Would Give Up
47. When I Was a Little Kid
48. Something That Disappeared
49. The Best News I Ever Received
50. Most Memorable Trip

Source: <http://homeworktips.about.com/od/essaywriting/a/narrativetopics.htm> (accessed on 5 Nov 2014)



## Week 11: Wednesday 1 November 2017, 4-6 pm, I/k 10

Week 11 ...

Argumentative paragraph (part one) ...

### Argument Paragraph

USD EC Student Number: \_\_\_\_\_

Name: \_\_\_\_\_

Score: \_\_\_\_\_

In the following example, identify:

1. the topic;
2. the thesis;
3. three reasons that support the thesis;
4. an explanation or example for each reason;
5. three transitions words;
6. a complex sentence.

Example:

#### Smoking

There are many reasons why I don't smoke. First, smoking is unhealthy. It can cause lung cancer, and it can lead to an early death. Furthermore, smoking is expensive. A pack of cigarettes costs five dollars. If I bought one pack of cigarettes every day, I would spend over \$1500 each year. Lastly, cigarettes smell bad. When people smoke, you can smell the cigarettes on their clothes all day. For example, the other night, I went to a restaurant that allowed smoking. After I left, all of my clothes smelled terrible, as did my hair. If I were a smoker, I would smell that way all the time. To sum up, I don't smoke because it is unhealthy, expensive, and unattractive.

You will create an argument. Choose your own topic. You will need:

1. A topic
2. At least 3 reasons/advantages to support your thesis.
3. An example or explanation for each reason/advantage.
4. At least 4 transition words.
5. At least 3 complex sentences.

source: <http://annas-ed-materials.com/index.php/writing/argumentative-paragraphs-and-essays/157-example-argument-paragraph-and-activity>

## Week 12: Wednesday 8 November 2017, 4-6 pm, I/k 10


Week 12 ...

Argumentative paragraph (part two) ...


Useful links:

1. <https://www.quora.com/What-is-the-most-important-word-in-the-English-language>

2. <https://www.thoughtco.com/important-words-in-english-1692687>

-  Task Six: The Most Important Word in English (Argumentative Paragraph) Assignment  
Write an argumentative paragraph (rough draft and finalised draft) and then upload the file onto exL5a.

Due date: 7 November 2017

-  [The most important word ...File](#)  
Here is an example of an argumentative paragraph... and the topic is:

**The most important word in the English language.**

### **Week 13: Wednesday 15 November 2017, 4-6 pm, I/k 10**

Week 13 ...

Argumentative paragraph (part three) ...

-  [Argumentative Paragraph and Task: Smoking ...File](#)  
Check it out?

### **Week 14: Wednesday 22 November 2017, 4-6 pm, I/k 10**

Week 14 ...

Argumentative paragraph (part four) ...

Review and preparation for the final exam



**Week 15: Wednesday, 29 November 2017 ... Preparation for the final exam ... No regular class meeting**

## **Independent preparation for the final exam**

### **Week 16: ... December 2017 ... Final Exam**

Final Exam

Open book/source

-  [Understanding and Using English Grammar by Betty AzarFile](#)  
The 3rd edition
-  [Practical English Usage by Michael SwanFile](#)  
An excellent book

[illegible]