Course: Writing for General Communication  
Code: IG  
Credit: 2 Chs  
Instructors: Prof. Dr. A. Chaedar Alwasilah, Ph.D.  
Dr. Bachrudin Musthafa, M.A.  
Nia Nafisah, M.Pd.  
Suharno, M.Pd.  
M. Handi Gunawan, M.Pd.  
Iyen Nurlaelawati, M.Pd.

Goals
At the end of the semester, students are able to:
1. develop unified and coherent paragraphs
2. use proper grammar and mechanics, such as subject-verb agreement, tenses, punctuations, etc.
3. write various types of texts, particularly descriptive, narrative, procedural, and personal response.

Contents
This course explores writing different types of texts in English. To achieve the goals of this course, it covers the aspects of writing such as outlining and paragraph development. In addition, it also strengthens students’ understanding on language aspects, like punctuation, capitalization and so on. The course takes students’ personal experiences as the topics to develop the paragraphs.

Learning Activities
Classroom discussion on writing assignments, group discussion on different types of texts, and group projects on exhibiting students’ writings

Assignments
Assignments are the written texts produced by the students. Among the texts, the students have to submit their three best pieces of writing along with their comments on the selected texts. The evaluation on the texts depends heavily on content, organization, and mechanic aspects (punctuation and capitalization). Any cheating or plagiarism will not be tolerated.

Evaluation
Evaluation will be based on the following components:
1. Assignments 40%  
2. Class attendance and participation 10%  
3. Progress tests 30%  
4. Final project 20%

Grading
85-100 = A  
70-84 = B  
55-69 = C  
40-54 = D  
<39 = E

References
Main sources:

Other relevant sources:
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<th>Sessions</th>
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| 1        | Introduction to the course and overview of basic writing | Students understand the basic writing. | Introducing course outline  
Overviewing basic writing | written text | Syllabus  
Handouts |
| 2        | Steps for writing | Students know the steps for writing. | Brainstorming  
Discussing the steps for writing | written text | Nafisah & Kurniawan  
(2007)  
Singleton (2008) |
| 3-5      | Topic Sentence and supporting sentences | Students write about themselves.  
Students make a paragraph with a topic sentence and supporting sentences  
Students apply Subject-verb agreement appropriately in their text. | Identifying topic sentence  
Practicing topic sentence and supporting sentences | written text | Nafisah & Kurniawan  
(2007)  
Singleton (2008) |
| 6-7      | Mechanic things (Capitalization and Punctuation) in writing | Students write about someone’s appearance.  
Students use adjectives appropriately in their text. | Discussing appearances and personality traits  
Practicing a paragraph(s) about someone’s appearance | written text | Nafisah & Kurniawan  
(2007)  
Singleton (2008) |
| 8-9      | Hobby | Students write about their hobby.  
Students use simple present tense appropriately in their text.  
Students use gerund appropriately in their text. | Discussing hobbies  
Practicing a paragraph(s) about students’ hobbies | written text | Nafisah & Kurniawan  
(2007)  
Singleton (2008) |
| 10       |             |             | Progress Test 1 |             |         |
| 11-12    | Daily activities | Students write about their daily activities.  
Students use simple present tense appropriately in their text.  
Students use adverb of frequency appropriately in their text. | Discussing daily activities  
Practicing a paragraph(s) about students’ daily activities | written text | Nafisah & Kurniawan  
(2007)  
Singleton (2008) |
| 13-16    | Descriptive texts | Students identify the generic structure of descriptive texts.  
Students write about their favorite places (home, town, and public places).  
Students use prepositions of place appropriately in their texts. | Discussing favorite places: Home, town, and public places  
Discussing Preposition of place  
Practicing a paragraph(s) about students’ favorite places | written text | Nafisah & Kurniawan  
(2007)  
Singleton (2008) |
| 17-19 | Procedural texts | Students identify the generic structure of procedural texts. Students write about giving instructions. Students use transitional markers appropriately in their texts. Students use singular and plural nouns appropriately in their texts. | Discussing how to do things in order: cooking, making cupboard, etc. Discussing the use of transitional markers Practicing a paragraph(s) about how to do something | written text | Nafisah & Kurniawan (2007) Singleton (2008) |
| 20 | Progess test 2 |
| 27-29 | Response Texts | Students identify generic structure of response texts. Students watch a film or read a short story. Students write a response text to the film or the short story. Students use Subordinate conjunctions appropriately in their texts | Discussing the film or the short story. Discussing the use of subordinate conjunctions. Practicing a paragraph(s) about responding to a film or a short story | written text | Nafisah & Kurniawan (2007) Singleton (2008) |
| 30-31 | Final Project | Wall Magazine | Creating Wall Magazine Exhibiting students’ writing assignments. | | |
| 32 | Progress Test 3 |