WRITING ESSAYS:

The Road to Writing Papers for Publication

Erna Iftanti
Arpinda Syifa'a Awalin

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Teachers' Book

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TEACHERS' BOOK WRITING ESSAYS:

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PREFACE

Writing Essays: The Road to Writing Papers for Publication contains five chapters on essay writing which are prepared based on the results of analysis of the needs of students and teachers of Academic Writing. Essays are the emphasis developed in this book because they have almost the same writing pattern and content as papers for publication, differing in the writing template. Thus, it is hoped that this book will provide experience in writing academic works and become a starting point for students to be able to write papers for publication.

This book not only provides guidance on essay writing structure and techniques, but also provides practical exercises designed to strengthen students' understanding of the key elements of academic writing. Each chapter is structured with a gradual approach, starting from choosing a topic, constructing a logical argument, using appropriate references, to making a strong conclusion. In addition, this book integrates the concept of active reading, which encourages students to engage critically in reading academic sources, so that they can enrich their insight and quality of arguments in their essays. Through comprehensive discussion, this book is expected to be a bridge for students in understanding the differences between essays and papers, as well as equipping them with the skills needed to produce writing that is worthy of publication.
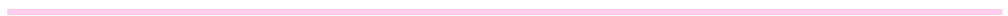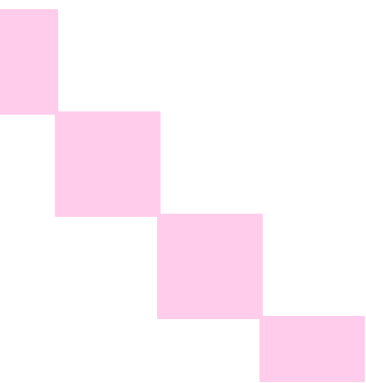
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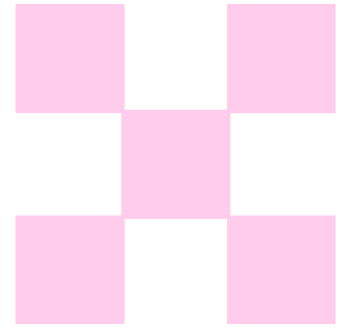
CHAPTER 1

COURSE SYLLABUS AND MATERIAL PACKET:
NARRATIVE ESSAY

Course Syllabus: AWC Development Project Component 1 - Course Objectives

Course Title   : Academic Writing
Course Code   : 62C15
Course Status   : Main course
Number of Credit Semester : 4 SKS
Instructors   : Erna Iftanti and Arpinda Syifa'a Awalin

By the end of the course, you (the students) will be able to:
1. Understand types and the compositions of academic writing
2. Identify generic structure and language feature of essays
3. Recognize the procedures of writing essays
4. Critically read, express critical ideas, and write an essay
5. Actively involved in discussion and provide commentary and respond to feedback
6. Locate and evaluate credible sources and incorporate source material responsibly with citation and documentation.

Course Material: AWC Development Project Component 2 - Process-Based Assignment Prompt

Identity
Topic: My worst childhood memory
Genre: Exposition
Mode: Personal Narrative Essay

Please consider the following questions before getting started to write.
1. What is your worst memory when you were a child?
2. Do you still remember why did you experience such a worst memory?
3. What made you experience such a worst memory?
4. Where did it happen?
5. When did it happen?
6. Who helped you releasing from that worst memory?
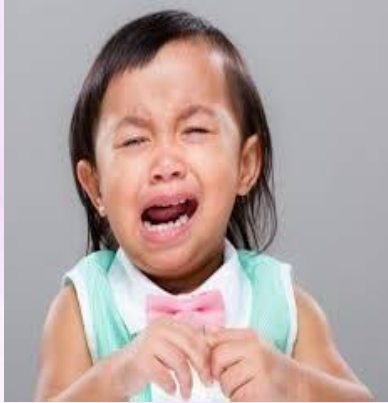
	What happen in the past becomes our memory- either the bad or the good one. Yet, do you know that our experience which we remember can be as our teacher of life? Yes, it will be beneficial to get better life in our following span of life. Please. put down your worst childhood memory into a piece of writing! This paper asks you to describe your worst memory when you were child. Your task is to remember and analyse what you think is your worst memory that made you cry. You can clearly present what/who made you feel pain, disappointed, and cry. You can give further detail information about your worst memory such as why/when/where/how did it happen, how did you feel, and who helped you to release from that worst experience

Task Requirements

Your task is to write an expository essay of approximately 600-750 words about your childhood worst memory. Your essay should be based on your own experience (no background sources are needed).

Audience and Purpose

Your audience is your instructor and peers here at UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia. It is intended to make use of our opportunity to share and teach each other. Knowing the others' experience can be as a learning source to better understand each other, so that our social interaction is hopefully better. You can write what you think is necessary to be shared through your written work. Feel free to write what you think is good to write!

How to Complete This Assignment

1. Read the assignment sheet and use the evaluation criteria as your guide.
2. Pre-draft planning: Create a cluster diagram of your brainstorm and topic development (see the example on the last page of this sheet) and write an outline in accordance with your cluster diagram. (15%)
3. Write the first draft, revise it, then do peer back to improve your essay.
4. Submit your first draft (45%).
5. After getting feedback from the instructor, carefully revise and edit your draft accordingly to best improve it.
6. Submit the revised final draft on July 16, 2022 to your own account of Schoology (40%)

Planning and Drafting

What you must do in this stage are:

1. Brainstorm as much as you can about your childhood worst memory and generate a cluster diagram. Write what events that the audience need to know;

what important action immediately happen before and after the event; who were involved in the event, how did the event impact directly or indirectly to you; how was the resolution; and so on. You can look at the above-mentioned leading questions. After making a cluster diagram, then select three or four elements in the diagram to create an outline. From the subtopics you chose, draft your topic sentences and thesis statement. The documents of Cluster Diagram and the Outline are both submitted as pre-planning ones and they will be scored.

2. Develop your draft based on your outline. You must make sure that your thesis statement has a controlling idea. Each paragraph contains a topic sentence and clear supporting details. In developing your content, provide with examples and explanations. You can use some applications like grammar checker or word processor to improve your grammar use and formats of the draft before being submitted.

Evaluation Criteria

The total grade for this Major Assignment #1 is made up of several steps which include your brainstorm, outline, early drafts, revised draft, error corrections, and the final draft. If you cannot fulfil the requirements in each step such as missing any step or doing the task late, then your grade will be lowered. A complete paper contains your own writing and meets the following criteria.

Context

1. A thesis statement should have a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay.
2. The introduction should set the context of the topic and attracts the audience's interest.

Content and Substance

1. The supporting points are relevant to explaining each of the points.
2. The development includes description, details, explanations, and specific examples of the event. If necessary, you can write direct quotation from the dialogue.

Organization

1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis.
2. Ideas within each paragraph are developed logically, from general statement to specific details.
3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic, and can be as transitional sentence.

Language

1. To improve the correctness of grammar use, please proofread with your peers and carefully edit it.
2. Avoid making too many grammar mistakes, misspelling, incorrect word choice, and the other technical problems of your writing organization which can distract the audience.
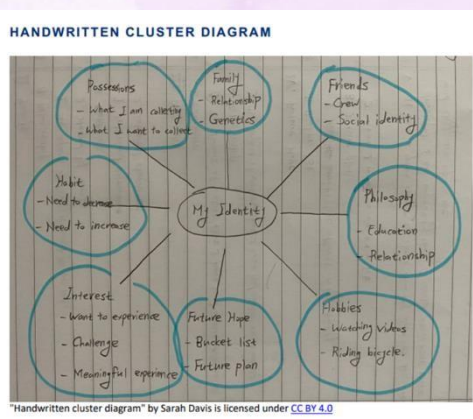
Style

1. Write your identity on the document of your essay which cover your name, students' number, course and instructor, assignment name, and date.
2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.

Supporting Readings

1. [Before You Start Writing That Paper… | Student Learning Center (berkeley.edu)](#)
2. [https://www.sjsu.edu/writingcenter/docs/handouts/Personal%20Narrative%20Essays.pdf](#)

The Example of a Cluster Diagram

"Handwritten cluster diagram" by Sarah Davis is licensed under CC BY 4.0

Course Syllabus: AWC Development Project Component 3 - Course Policies

#1 Participation (25)

Your participation in this course indicates your active involvement during the teaching and learning activities. It is important for you to ensure that you follow, understand, and most importantly you can achieve the learning goal as stated in the course outline which I shared in our first meeting. Participation is an important learning process which can be done through asking and answering questions during class discussion, giving, and responding peer feedback. Thus, for those actively participate during the course will get plus point (+). The more plus point you get in the daily teaching and learning activities, the better score you will get. This means that your final grade will also getting better because you get complete score - 25 points

#2 Assignment (40)

Synchronous (25)

As you know that in this course, you will be assigned to write an essay. Before completely write the essay, you will do some critical reading and express your critical ideas as background of composing the essay. So, make sure that you can do all the activities as the instruction. If you cannot do all the tasks correctly, you will not get complete score (25)

Asynchronous (15)
Revising is done asynchronously. You are assigned to provide commentary to your peer's writings in terms of grammatical use and organization. Then response to your peer's comments and consider it to revise your draft. The commented and the revised draft are submitted to the Schoology to get feedback from the lecturer.
*If you miss or fail to complete the assignment such as not to give comment on your peer's essay or not to response to your peer's comment), it will get score 7 out of 15. Then, even though your task is correct done as the instruction, but you submit it late, you will get score 10 out of 15. So, make sure that you do the task as the instruction and submit it on time, so that you will get complete score.

#3 Attendance (15)
The number of meetings in one semester is 16 meetings and each meeting is clearly scheduled in our course outline. You are required to attend at least 13 meetings. You can leave 3 meetings out of the 16 meetings with a clear reason. If there is no reasonable reason to leave the class for 3 meetings, it will affect your points from this component. If you miss the class for more than 4 meetings without any reason, you will fail this course, because this academic writing class requires each student to produce a piece of writing in each meeting and all have been clearly set and approved since the first meeting of this semester.

#4 Academic honesty (20).
What is meant by honesty is concerning with your academic commitment, honesty, and integrity. Violations to the academic honesty such as plagiarism, cheating, submitting the work of another as own will not be tolerated
and you will fail this Academic Writing Course. You can use similarity checkers such Turnitin to check your work. The similarity below 10 % which is only accepted.

Note: if you have any question, don't be hesitated to discuss with me

Course Material: AWC Development Project Component 4 - Reading Guide
Use this reading guide to help you take notes on the interview with Bianca, a 17-year-old from USA.
INSTRUCTION
You may choose to both read and listen to the interview. The audio file can be found by going to https://americanenglish.state.gov/resources/american-teens-talk.

1. *Pre-reading*
   a. Many of you in this class are about the same age as Bianca, 17 years old, in this interview. What other things in common do you think you have with Bianca?
   b. What things in your life do you expect to be similar to Bianca?

2. *During reading*
   a. When Bianca says that she starts with having day off, but she has been doing a lot of calculus homework the entire week. what is your reaction? Please write down your impression.

b. Bianca tells us how she feels to attend the conference on women's philanthropy. What does she do for her charity? You can use the vocabulary list to understand what women's philanthropy is.

c. Bianca tells us what she does on her Labor Day holiday. What do you think about how she spends her time? What kind of person she is?

d. Bianca tells us about her family. Do you agree that it is a multicultural family? Why is it so?

3. After reading

a. Bianca describes her plan to bring all her passion together for her future career. How is this similar or different to plan for your future career?

b. Review your answers to the pre-reading questions. Which of your expectations were right andwhich have changed your ideas about? What was most impressing and why?

Course Material: AWC Development Project Component 5 - Prompt for a Summary and Response Essay

Genre: Summary and Response Essay
Rhetorical mode: Cause and Effect
Topic: Online Game

Task Requirements
Online Game is a popular among people of any ages at present activity. People play online game for some reasons such as killing time, spending their spare time, or even as their hobby. This activity is also considered either entertaining or profiting. However, not all game players can take some benefits of playing such games. Yet, they experience negative impacts because of playing the game. In this assignment, you will write a Summary and Response an essay based on an article about the effects of playing game online on life.

Your task for this assignment is to find a credible news article published within the last eight to ten months in eight months in a major news source. Then read your selected news article. After that, please summarize what you have read and put your ideas about game online in response to the ideas you will find from your selected essay. Your Summary and Response essay should be between 500 and 600 words.

Audience and Purpose
Your audience is your instructor and peers at UIN Sayyid Ali Rahmatullah, Tulungagung.
The purpose of this assignment is to find out the author's point of views about causes of playing online game and its effect on life. You will need to explain their ideas in your own words. To support each point that you find from the article, you need to show some specific supporting details from the texts. Then, you need to present your analysis towards each point to show how it is similar or different from your own opinion. You can support your ideas by citing some related outside sources using either direct or indirect quotation.

Annotating, Planning, and Drafting

Before writing summary and response it, you need to ensure that
1. you select an article that you are interested to read
2. you can do pre reading activities like asking some questions related to why and what
3. Read while highlighting the key words and the main ideas in each paragraph of the essay
4. Read and read again until you understand well
5. Take notes by follow the guideline for annotation that I explained you in the class
6. Write the summary from your notes, NOT from your article, so, close the article and keep your annotation opened.
7. Provide an accurate, end-of-text citation for the article in APA style and give the URL for the website where the article is published.
8. A high grade for this paper depends on proper source use and source integration.

Your summary consists of three sections: summary introduction, summary body, and summary conclusion.
1. The summary introduction explains author, title, time, place of publication of your selected article, and the basic of its topic. Then write your thesis statement for the paper (your main response to the article)
2. Summary body explains about the main points of the source article. Each point should be written in one paragraph, and it is supported by specific supporting details found from the article. Your analysis needs to be put in each point that you are writing. To add the credibility of your response, you need to integrate with some related outside sources through paraphrasing or quoting. Don't forget to list it in the reference. The number of main points you found from the articles indicate the number of paragraphs in your body summary.
3. Summary Conclusion reiterates the most important points about the cause and the effect of online game on life, BUT not repeating the same words as written in body summary.

Steps to complete This Assignment
1. Select an article about cause and effect of online game on life that you are interested to read, then ask for the approval from your instructor.
2. Read and annotate the selected article by taking some important notes from the article and write your own ideas / response.
3. Submit your annotation together with the original article and your outline.
4. Write a draft of summary based on your notes and your response from annotation.
5. Submit your first draft to get the feedback from your instructor
6. Write a complete summary by considering your instructor's feedback
7. Perform a full error editing for your final draft

Evaluation Criteria
Context
1. The introduction sets the context (time, period, people, place) of the issue addressed in the article and introduces the major factors involved.
2. The article and author are introduced with a correct signal phrase.

3. The thesis statement names a controlling idea that is the focus of your response to the ideas in the article.

Substance
1. Important details of the original article topic are explained and developed fully with sufficient examples in the summary.
2. Information is summarized and paraphrased accurately into your own words, not copied from the original.
3. The essay provides an extended discussion in response to the points made in the original article, not just repeating the original.

Organization
1. The summary is logically ordered and structured, and cohesion is maintained with linking words.
2. Topic sentences and clear paragraphs guide the reader through the essay's the main points.
3. The body paragraphs are developed to match the introduction and thesis.
4. The response commentary follows the thesis in unified paragraphs with logical development and cohesion.

Style and Delivery
A URL link to the original source(s) is submitted with the paper along with an accurate and properly formatted APA or MLA citation of the article(s).

AVOIDS PLAGIARISM!
1. In-text citations and signal phrases are properly used to tell the audience when a source is being paraphrased or referred to.
2. Problems with grammar and mechanics are minimal and do not distract the reader.

Resources
1. A current, credible news article on the topic – you select the article and provide the source information.
2. Posted links on Schoology LMS to Finding sources; Citation; Summarizing and Paraphrasing; and Avoiding Plagiarism
3. Unit 5 of the course materials.

Title and author of argumentative text for analysis: Mashed Potato Pizza by Dana Peterson, CNN Business	
Features	
Introduction	My grandpa aleays tells me that people who laught at their own mistakes will get everyone else to laugh along with them. Yesterday, I learned that he is right.
Beginning of the Story	"Stay in line," Mrs. Martin said. I knew right away that my friend Naomi wouldn't be abloe to cut. I looked at Naomi and frowned. Soon, the line began to move faster and I followed along hoping that there would still be pizza. When I reached the counter, I looked at the choices. I could only see chicken and mashed potatoes, macaroni and cheese, and fish. I could hear the rumbling of my very disappointed stomach. Then, out of the corner of my eyes, I saw one last piece of pepperoni pizza. I got so excited.
Middle Event	"Pepperoni pizza," I said politely. Mrs. Martin handed me the pizza. I took the paper plate so quickly that the pizza slid off the plate. I tried to save it, but the pizza landed in the land of hot, buttery mashed potato. I could feel my voice turning redder ad redder. All I could hear was laughter from the kid in line. As I looked at the upside-down pizza, I heard Mrs. Martin's voice, "Maria, would you like a side of mashed potatoes with your pizza?"
End of story	I looked up and saw Naomi. She was laughing too. With a nervous smile, I said, "Of course" Mrs. Martin smiled and scooped the mashed potato pissa on my plae. I looked around at my friends and we all laughed again.
Conclusion	I never really believed my grandpa until I saw my friends laughing with me. Th laughing made me feel good instead of just clumsy.

Criterion	Description	Excellent (10 points)	Good (7 points)	Fair (4 points)
Context	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic and attracts the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic and attracts the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic, *but it does not attract* the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction *does not set* the context of the topic *nor* attract the audience's interest.
Content	1. The supporting points are relevant to explaining each of the points. 2. The development includes description, details, explanations, and specific examples of the event.	1. The supporting points are relevant to explaining each of the points. 2. The development includes description, details, explanations, and specific examples of the event.	1. The supporting points are relevant to explaining each of the points. 2. The development includes description, details, explanations, *but it does not include* specific examples of the event.	1. The supporting points are relevant to explaining each of the points. 2. The development *does not include* description, details, explanations, and specific examples of the event.
Organization	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph *does not clearly reinforce* the main idea nor leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph *are not developed* logically, from general statement to specific details. 3. A concluding statement in each paragraph *does not reinforce* the main idea nor leave the reader thinking about the topic.

Criterion	Description	Excellent (10 points)	Good (7 points)	Fair (4 points)
Language	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. Problems with grammar mistakes, misspelling, incorrect word choice, and punctuation are minimal and do not distract the audience.	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. Problems with grammar mistakes, misspelling, incorrect word choice, and punctuation are minimal and do not distract the audience.	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. There are some problems with grammar mistakes, misspelling, incorrect word choice, and punctuation which can distract the audience.	1. Proof reading and editing are less carefully done, so that this bothers the correctness of grammar use 2. There are many problems with grammar mistakes, misspelling, incorrect word choice, and punctuation distract the audience.
Style	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers, but *it does not refer* to APA style.	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document *is not* formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.

Course Syllabus: AWC Development Project Component 8 - Course Description

This course is intended to prepare undergraduate EFL students of English Department, FTIK UIN Sayyid Ali Rahmatullah for success in composing academic writing. Students who can succeed in this course are allowed to take Creative Writing offered in the following semester. This course covers active reading and writing and a range of activities which support you to be able to write academic writing, such as essay of some kinds. The assignments are designed to teach you text patterns, genre conventions, writing process steps, vocabulary, grammar, and document design that are essential to academic success.

CHAPTER 2

COURSE SYLLABUS AND MATERIAL PACKET:
DESCRIPTIVE ESSAY

Course Syllabus: AWC Development Project Component 1 - Course Objectives

Course Title	:	Academic Writing
Course Code	:	62C15
Course Status	:	Main course
Number of Credit Semester	:	4 SKS
Instructors	:	Erna Iftanti and Arpinda Syifa'a Awalin

By the end of the course, you will be able to:
1. Understand types and the compositions of academic writing
2. Identify generic structure and language feature of essays
3. Recognize the procedures of writing essays
4. Critically read, express critical ideas, and write an essay
5. Actively involved in discussion and provide commentary and respond to feedback
6. Locate and evaluate credible sources and incorporate source material responsibly with citation and documentation.

Course Syllabus: AWC Development Project Component 2 - Course Policies

#1 Participation (25)
Your participation in this course indicates your active involvement during the teaching and learning activities. It is important for you to ensure that you follow, understand, and most importantly you can achieve the learning goal as stated in the course outline which I shared in our first meeting. Participation is an important learning process which can be done through asking and answering questions during class discussion, giving, and responding peer feedback. Thus, for those actively participate during the course will get plus point (+). The more plus point you get in the daily teaching and learning activities, the better score you will get. This means that your final grade will also getting better because you get complete score - 25 points

#2 Assignment (40)

Synchronous (25)
As you know that in this course, you will be assigned to write an essay. Before completely write the essay, you will do some critical reading and express your critical ideas as background of composing the essay. So, make sure that you can do all the activities as the instruction. If you cannot do all the tasks correctly, you will not get complete score (25)

Asynchronous (15)

Revising is done asynchronously. You are assigned to provide commentary to your peer's writings in terms of grammatical use and organization. Then response to your peer's comments and consider it to revise your draft. The commented and the revised draft are submitted to the Schoology to get feedback from the lecturer.

*If you miss or fail to complete the assignment such as not to give comment on your peer's essay or not to response to your peer's comment), it will get score 7 out of 15. Then, even though your task is correct done as the instruction, but you submit it late, you will get score 10 out of 15. So, make sure that you do the task as the instruction and submit it on time, so that you will get complete score.

#3 Attendance (15)

The number of meetings in one semester is 16 meetings and each meeting is clearly scheduled in our course outline. You are required to attend at least 13 meetings. You can leave 3 meetings out of the 16 meetings with a clear reason. If there is no reasonable reason to leave the class for 3 meetings, it will affect your points from this component. If you miss the class for more than 4 meetings without any reason, you will fail this course, because this academic writing class requires each student to produce a piece of writing in each meeting and all have been clearly set and approved since the first meeting of this semester.

#4 Academic honesty (20).

What is meant by honesty is concerning with your academic commitment, honesty, and integrity. Violations to the academic honesty such as plagiarism, cheating, submitting the work of another as own will not be tolerated

and you will fail this Academic Writing Course. You can use similarity checkers such Turnitin to check your work. The similarity below 10 % which is only accepted.

Note: if you have any question, don't be hesitated to discuss with me

INSTRUCTION

Read the [article](#) below and answer the questions.

1. *Pre-reading*
   a. Have you ever visited any landmark? If so, where is it?
   b. How is it like?

2. *During reading*
   a. Where is the Millau Viaduct located, and what bodies of water and landforms does it connect?
   Answer:
   - It completes a missing link in the A75 autoroute.
   - It crosses the Tarn River, which runs through a spectacular gorge between two high plateaux.
   - It spans 2.46 kilometers from one plateau to the other.

   c. What type of bridge is the Millau Viaduct, and what are some of its key features?
   Answer:
   the Millau Viaduct is a cable-stayed, masted structure. This means it uses cables to support the roadway from tall towers (masts). Some of its key features include:
   - The highest pylons in the world.
   - The highest road bridge deck in Europe.
   - Longest span between columns of any bridge in the world
   - A design that minimizes intervention in the landscape
   - Designed in close collaboration with French structural engineer Michel Virlogeux

   d. What are some of the construction records broken by the Millau Viaduct?
   Answer:
   It has the highest pylons in the world, the highest road bridge deck in Europe, and it superceded the Eiffel Tower as the tallest structure in France.

   e. How did the designers minimize the impact of the bridge on the surrounding landscape?
   Answer:
   To accommodate the expansion and contraction of the concrete deck, each column splits into two thinner, more flexible columns below the roadway, forming an A-frame above deck level. The tapered form of the columns both expresses their structural loads and minimizes their profile in elevation. Not only does this give the bridge a dramatic silhouette, but crucially, it also makes the minimum intervention in the landscape.

3. *After reading*
   a. What part of the bridge that astonishing for you?

Bridges are often considered to belong to the realm of the engineer rather than that of the architect. However, the architecture of infrastructure has a powerful impact on the environment, and the Millau Viaduct, designed in close collaboration with the French structural engineer Michel Virlogeux, illustrates how the architect can play an integral role in the design of bridges. It follows the Millennium Bridge over the River Thames in expressing a fascination with the relationship between function, technology and aesthetics in a graceful structural form. Located in southern France, the bridge completes a hitherto missing link in the A75 autoroute from Clermont-Ferrand to Béziers across the Massif Central. The A75 now provides a direct, high-speed route from Paris to the Mediterranean Coast and on to Barcelona.

The bridge crosses the River Tarn, which runs through a spectacular gorge between two high plateaux. Interestingly, alternative readings of the topography suggested two possible structural approaches: to celebrate the act of crossing the river; or to articulate the challenge of spanning the 2.46 kilometres from one plateau to the other in the most economical and elegant manner. Although historically the river was the geological generator of the landscape, it is very narrow at this point, and so it was the second reading that suggested the most appropriate structural solution.

A cable-stayed, masted structure, the bridge is delicate, transparent, and has the optimum span between columns. Its construction broke several records: it has the highest pylons in the world, the highest road bridge deck in Europe, and it superceded the Eiffel Tower as the tallest structure in France. Each of its sections spans 342 metres and its piers range in height from 75 metres to 245 metres, with the masts rising a further 87 metres above the road deck. Each pier consists of 16 sections, each one weighing 2,230 tonnes. To accommodate the expansion and contraction of the concrete deck, each column splits into two thinner, more flexible columns below the roadway, forming an A-frame above deck level. The tapered form of the columns both expresses their structural loads and minimises their profile in elevation. Not only does this give the bridge a dramatic silhouette, but crucially, it also makes the minimum intervention in the landscape.

Genre: Summary Essay
Rhetorical mode: Descriptive
Topic: Historical Building

Task Requirements
In this assignment, you will write a Summary essay follow based on an article below about Hagia Sophia.

Hagia Sophia, an important Byzantine structure in Istanbul and one of the world's great monuments. It was built as a Christian church in the 6th century CE (532–537) under the direction of the Byzantine emperor Justinian I. In subsequent centuries it became a mosque, a museum, and a mosque again. The building reflects the religious changes that have played out in the region over the centuries, with the minarets and inscriptions of Islam as well as the lavish mosaics of Christianity.

The Hagia Sophia combines a longitudinal basilica and a centralized building in a wholly original manner, with a huge 32-metre (105-foot) main dome supported on pendentives and two semidomes, one on either side of the longitudinal axis. Though Justinian's domed basilicas are the models from which Byzantine architecture developed, the Hagia Sophia remained unique, and no attempt was thereafter made by Byzantine builders to emulate it. In plan the building is almost square, but, looked at from within, it appears to be rectangular, for the great semidomes at east and west prolong the effect of the roof. There are three aisles separated by columns with galleries above and great marble piers rising up at either end to support the dome. The columns are of finest marble, selected for their colour and variety, while the lower parts of the walls are covered with marble slabs. The curtain walls (non-load-bearing exterior walls) above the galleries and the base of the dome are pierced by windows, which in the glare of daylight obscure the supports and give the impression that the canopy floats on air.

Like the elaborately carved cornices and capitals, the marble columns survive, but the rest of the original decoration, including most of the mosaics that adorned the upper parts of the walls and the roof, have perished. They were all described in the most glowing terms by early writers. But enough does survive to warrant the inclusion of Hagia Sophia in the list of the world's greatest buildings.

Art historians consider the building's beautiful mosaics to be the main source of knowledge about the state of mosaic art in the time shortly after the end of the Iconoclastic Controversy in the 8th and 9th centuries. Parts of the redecoration that the church underwent in the last half of the 9th century have been uncovered in recent times. In their colour and technique these show a continuation of the early Byzantine tradition: the preference for rather strong, clear tints and the effects created by such techniques as the tilting of tesserae and the turning of gold cubes.

The preoccupation with light seems stronger than ever: in badly lit places in the vestibule and gallery, the gold ground displays a high percentage of silver cubes among the gold ones to add to the sparkle. Stylistically, new ground had been broken. Particularly in faces, the tesserae are set in wavy lines which break up the modeling in bandlike configurations. Linearism (the expression of form in terms of line rather than colour and tone) had taken a great step forward.

In the arrangement and distribution of pictures, new features are visible. In the apse of the Hagia Sophia, the Virgin with Child sits surrounded by a vast expanse of gold. The tendency to depict iconlike, motionless, mosaic figures isolated on a gold background has pre-Iconoclastic precedents, but from the 9th century onward it became a leading decorative principle.

Nineteenth-century drawings show that the decoration of the Hagia Sophia also included comprehensive series of saints. Of these saints, which stood in rows on the nave walls above the galleries, only a few have survived. According to the drawings, those of the middle zone represented prophets and those of the lower depicted holy bishops. Higher up there may have been a guard of angels and, in the centre of the cupola, probably a mosaic of Christ. The disposition of the pictures, in other words, may have corresponded to that which at this time was being tried out especially for the new church architecture and which was to become the accepted system of decoration in the middle Byzantine churches.

Audience and Purpose

Your audience is your instructor and peers at UIN Sayyid Ali Rahmatullah, Tulungagung.

The goal of this assignment is to recognize and comprehend the structure of a descriptive essay using the offered sample. You are given an example of a descriptive essay and instructed to read and summarize it without leaving out any key point that must be present in a descriptive essay.

Annotating, Planning, and Drafting

Before writing summary, you need to ensure that
1. Read while highlighting the key words and the main ideas in each paragraph of the essay
2. Read and read again until you understand well
3. Take notes by follow the guideline for annotation that I explained you in the class
4. Write the summary from your notes, NOT from your article, so, close the article and keep your annotation opened.
5. A high grade for this paper depends on how well you can describe the object in a concise manner without losing important points about the object being described.

Your summary consists of three sections: summary introduction, summary body, and summary conclusion.

1. The summary introduction explains the background, fun fact or some common information, and overall impression about the object. It also consists of a thesis statement of how the object are important for the writer to write.
2. Summary body. Each body paragraph explain should focus on specific aspect about the object. Use vivid sensory detail, namely sight to describe color, shape, features, size, texture; smell to describe aroma; touch to describe textures, temperatures; and so on. You can use figurative language—simile, metaphor, personification—to add depth to your description.
3. Summary Conclusion reiterates the overall impression you want to leave on the reader.

Steps to complete This Assignment
1. Read and annotate the provided article by taking some important notes from the article and write with your own words.
2. Submit your annotation together with the original article and your outline.
3. Write a draft of summary based on your notes and annotation.
4. Submit your first draft to get the feedback from your instructor
5. Write a complete summary by considering your instructor's feedback
6. Perform a free-error editing for your final draft

Evaluation Criteria
Context
1. The introduction sets the context (time, period, people, place) of the issue addressed in the article and introduces the major factors involved.
2. The article and author are introduced with a correct signal phrase.
3. The thesis statement names a controlling idea that is the focus of your response to the ideas in the article.

Substance
1. Important details of the original article topic are explained and developed fully with sufficient examples in the summary.
2. Information is summarized and paraphrased accurately into your own words, not copied from the original.
3. The essay provides an extended discussion in response to the points made in the original article, not just repeating the original.

Organization
1. The summary is logically ordered and structured, and cohesion is maintained with linking words.
2. Topic sentences and clear paragraphs guide the reader through the essay's the main points.
3. The body paragraphs are developed to match the introduction and thesis.
4. The response commentary follows the thesis in unified paragraphs with logical development and cohesion.

Style and Delivery
A URL link to the original source(s) is submitted with the paper along with an accurate and properly formatted APA or MLA citation of the article(s).

AVOIDS PLAGIARISM!
1. In-text citations and signal phrases are properly used to tell the audience when a source is being paraphrased or referred to.
2. Problems with grammar and mechanics are minimal and do not distract the reader.

Resources
1. A current, credible news article on the topic – you select the article and provide the source information.
2. Posted links on Schoology LMS to Finding sources; Citation; Summarizing and Paraphrasing; and Avoiding Plagiarism
3. Unit 5 of the course materials.

Course Material: AWC Development Project Component 6 - Argument Map Model

Title and author of descriptive text for analysis: Lou's Place by Patti Skorski	
Features	
Audience	The audience is advance English as a Foreign Language Leaners (EFLs) learning about text or story. The style of writing is informal and the main point is represented in the title.
Introduction	It is at least twenty years later and I can still remember my first visit to Lou's Café. Stopping in to see if anyone could tell us where to locate the turn we had missed, my husband and I received a large dose of culture shock. It seemed as if we had opened the door to the decades: a place where generations came and went, a place where time stood still and passed by at the same time. Miss Lou Dixon owns and runs that restaurant in the middle of the town of Sunbright, Tennessee. Miss Lou has been in business at that location since 1954. Even though the place looks a little squalid, it is not for lack of care; in fact, Lou is proud of how clean she keeps her place. She has often been heard to say, with the strongest East Tennessee accent, "It don't matter how pore a body is. They can be clean." She is proud of her "A" rating and prominently displays it.
Detail descriptions	Hook: *"at least twenty years later and I can still remember my first visit to Lou's Café"* *"my husband and I received a large dose of culture shock"* Overall impression: *"It seemed as if we had opened the door to the decades: a place where generations came and went, a place where time stood still and passed by at the same time."* Background information:

	"Miss Lou Dixon owns and runs that restaurant in the middle of the town of Sunbright, Tennessee. Miss Lou has been in business at that location since 1954."
Body of essay	It is not a fancy restaurant. The hundreds of booted loggers, railroad workers, and oil field roughnecks trekking through have *worn the carpet thin*. Chunks are missing from the carpet at the favorite tables of the workers. The hardened veneer on some of the tables is missing a notch here and there. *The paint on the walls has cracks* and *there is a perennial smell of hamburgers permeating the air*. The casual observer could be forgiven for thinking *the place is about to fold financially*; instead, what we found that night was a well camouflaged center of social activity and the finest, most accurate, information available.

When entering the door at Lou's, two things are immediately noticeable: the place is rarely empty and *seems to consist of a maze of rooms*. The first room, through the door, is the main part of the restaurant. There is another, rarely used, dining room off to the right. It was *added during* the oil well boom of the seventies. Through the main dining room is yet another room; it guards *the door leading into the kitchen*. This room contains the most coveted table in the place. The highest tribute Lou can bestow on anyone is to allow them access to seats at this table. This table is the family table; it is reserved for Lou's, and her daughter Karen's, immediate family and treasured friends.

When entering the main dining room, whether by design or by custom, there is a definite pecking order involved in the seating arrangements. The first table on the left, presided over by an elderly gentleman with Basset Hound eyes, belongs to the old men of the town. The table sits *in front of* one of two large windows; the old men can see and are able to comment on the "doins of them young 'uns running the town these days." It is amusing to discover that the average age of the people under discussion is at least fifty and they took over their businesses from the same old men looking over them now.

On the right side, the other large window is *dominated by the "women's information league"*. In other towns they would be known as busybodies or gossips. At Lou's, they are part of the complicated information gathering process. They bring all the information from the night before and are linked to the rest of the town through the *old-fashioned rotary telephone* hanging outside Lou's kitchen door. The phone rings constantly: someone wants to call in an order, someone wants to leave a message for a person the caller knows is going to be there sometime during the day, and someone else wants to know where the police and the ambulance were going last night. Along with all the calls coming in for the special of the day are also calls delivering the latest events of the day. The old men on the other side of the room will |

	be giving a running commentary on the family of the latest newsmaker, their history in the community, arrest record if any; the who, what, when, where, and why, of the story, with an accuracy to equal any television or newspaper reporter. In the evenings, when Lou's daughter Karen gets in from school, she _brings a change of atmosphere_. Even though the news branch never stops, it is replaced in importance by the young people, heralding the evening. _The old juke box_, reigning in the corner, is _brought to life and starts blasting tunes_ that cover at least twenty years of change in musical tastes. The place fills up with the town's young people. Whether the kids are flirting, giggling, strutting around, being manly for the girls, or hiding in the darkest corner to profess undying love for each other, the restaurant begins its shift as the town's social center. All of the activity at Miss Lou's is conducted in a haze of aromas, guaranteed to make the mouth water. The smell is never the same; it depends entirely on what is cooking at the time. Whether it is roast for tomorrow's lunch special, a cake someone asked Lou to make, the spices of an apple pie, or the ever present odor of hamburgers, it is a well known fact, _it will taste as good as it smells_. The best part of being at Lou's is not her food, however; _it is the feeling_ of being part of her extended family, being part of a tradition, when traditions are hard to come by.
Conclussion	The last time I was in Lou's, I experienced another trip through time's door; it was as if nothing had changed, nothing, except the amount of gray in her hair. Some of the old men had passed on; they have since been replaced by two or three of the "young 'uns" they used to keep their eyes on. The phone still rings constantly, the women still gather their news, and a new bunch of kids take over at night. Everything is the same, everything is different.

Course Material: AWC Development Project Component 2 - Process-Based Assignment Prompt

Topic: Favorite figures in Islamic history
Genre: Essay
Type: Descriptive

Task Requirements
Your task is to write a descriptive essay of approximately 600-750 words about your favorite figure in Islamic history. Write your essay that consist of introduction, body, and conclusion (see Map Modeling).

Audience and Purpose
Your audience is your instructor and peers here at UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia. It is intended to make use of our opportunity to share and teach each other. Knowing the others' experience can be as a learning source to

better understand each other, so that our social interaction is hopefully better. You can write what you think is necessary to be shared through your written work. Feel free to write what you think is good to write!

How to Complete This Assignment
1. Read the assignment sheet and use the evaluation criteria as your guide.
2. Pre-draft planning: Create a cluster diagram of your brainstorm and topic development (see the example on the last page of this sheet) and write an outline in accordance with your cluster diagram. (15%)
3. Write the first draft, revise it, then do peer back to improve your essay.
4. Submit your first draft (45%).
5. After getting feedback from the instructor, carefully revise and edit your draft accordingly to best improve it.
6. Submit the revised final draft on July 16, 2022 to your own account of Schoology (40%)

Planning and Drafting
What you must do in this stage are:
1. Brainstorm as much as you can about your favorite figure in Islamic history and generate a cluster diagram. You can look at the pre-writing questions to find idea and make it into a cluster diagram. The documents of Cluster Diagram and the Outline are both submitted as pre-planning ones and they will be scored.
2. Develop your draft based on your outline. You must make sure that your thesis statement has a controlling idea. Each paragraph contains a topic sentence and clear supporting details. In developing your content, provide with examples and explanations. You can use some applications like grammar checker or word processor to improve your grammar use and formats of the draft before being submitted.

Assignment Sheet

Figure:

I. Pre-writing question.
In this section, answer these following questions as a guide to plan and draft your descriptive essay.
  1. Who is your favourite figure in Islamic history?
 	
  2. What makes you like them?
 	
  3. What are they famous for?
 	
  4. How are they look like?

5. How are their personality?

6. What are important to them in life?

7. What is their distinguished mannerism?

II. Cluster Diagram
In this section, draw a cluster diagram and write down the important point that need to be written in your essay.

III. Outline
In this section, you are required to make an outline of your descriptive essay.

IV. Drafting
Write your first draft of your descriptive essay based on your work on the previous sections.

Evaluation Criteria

The total grade for this Major Assignment #1 is made up of several steps which include your brainstorm, outline, early drafts, revised draft, error corrections, and the final draft. If you cannot fulfil the requirements in each step such as missing any step or doing the task late, then your grade will be lowered. A complete paper contains your own writing and meets the following criteria.

Context

1. A thesis statement should have a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay.
2. The introduction should set the context of the topic and attracts the audience's interest.

Content and Substance

1. The supporting points are relevant to explaining each of the points.
2. The development includes description, details, explanations, and specific examples of the event. If necessary, you can write direct quotation from the dialogue.
3. The student's work is in line with the assignment sheet.

Organization
1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis.
2. Ideas within each paragraph are developed logically, from general statement to specific details.
3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic, and can be as transitional sentence.
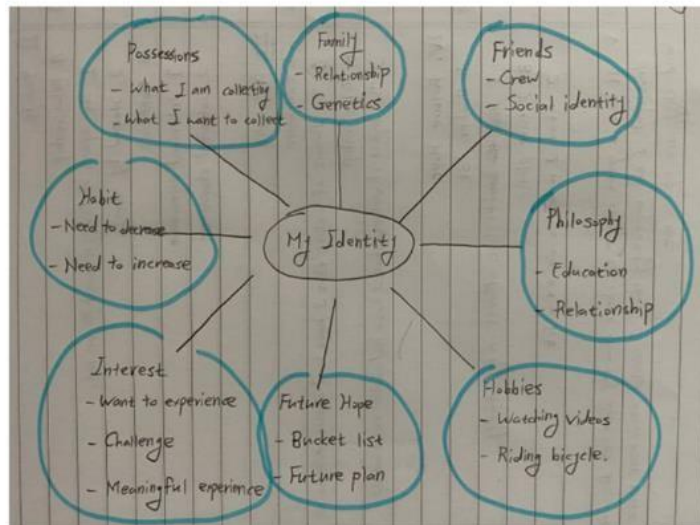
Language
1. To improve the correctness of grammar use, please proofread with your peers and carefully edit it.
2. Avoid making too many grammar mistakes, misspelling, incorrect word choice, and the other technical problems of your writing organization which can distract the audience.

Style
1. Write your identity on the document of your essay which cover your name, students' number, course and instructor, assignment name, and date.
2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.

The Example of a Cluster Diagram

"Handwritten cluster diagram" by Sarah Davis is licensed under CC BY 4.0

Criterion	Description	Excellent (10 points)	Good (7 points)	Fair (4 points)
Context	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic and attracts the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic and attracts the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic, *but it does not attract* the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction *does not set* the context of the topic *nor* attract the audience's interest.
Content	1. The supporting points are relevant to explaining each of the points. 2. The development includes description, details, explanations, and specific examples of the event.	1. The supporting points are relevant to explaining each of the points. 2. The development includes description, details, explanations, and specific examples of the event.	1. The supporting points are relevant to explaining each of the points. 2. The development includes description, details, explanations, *but it does not include* specific examples of the event.	1. The supporting points are relevant to explaining each of the points. 2. The development *does not include* description, details, explanations, and specific examples of the event.
Organization	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph *does not clearly reinforce* the main idea nor leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph *are not developed* logically, from general statement to specific details. 3. A concluding statement in each paragraph *does not reinforce* the main idea nor leave the reader thinking about the topic.

Criterion	Description	Excellent (10 points)	Good (7 points)	Fair (4 points)
Language	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. Problems with grammar mistakes, misspelling, incorrect word choice, and punctuation are minimal and do not distract the audience.	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. Problems with grammar mistakes, misspelling, incorrect word choice, and punctuation are minimal and do not distract the audience.	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. There are some problems with grammar mistakes, misspelling, incorrect word choice, and punctuation which can distract the audience.	1. Proof reading and editing are less carefully done, so that this bothers the correctness of grammar use 2. There are many problems with grammar mistakes, misspelling, incorrect word choice, and punctuation distract the audience.
Style	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers, but *it does not refer* to APA style.	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document *is not* formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.

Course Syllabus: AWC Development Project Component 8 - Course Description

This course is intended to prepare undergraduate EFL students of English Department, FTIK UIN Sayyid Ali Rahmatullah for success in composing academic writing. Students who can succeed in this course are allowed to take Creative Writing offered in the following semester. This course covers active reading and writing and a range of activities which support you to be able to write academic writing, such as essay of some kinds. The assignments are designed to teach you text patterns, genre conventions, writing process steps, vocabulary, grammar, and document design that are essential to academic success.

CHAPTER 3

COURSE SYLLABUS AND MATERIAL PACKET: EXPLANATORY ESSAY

Course Syllabus: AWC Development Project Component 1 - Course Objectives

Course Title	:	Academic Writing
Course Code	:	62C15
Course Status	:	Main course
Number of Credit Semester	:	4 SKS
Instructors	:	Erna Iftanti and Arpinda Syifa'a Awalin

By the end of the course, you will be able to:
1. Understand types and the compositions of academic writing
2. Identify generic structure and language feature of essays
3. Recognize the procedures of writing essays
4. Critically read, express critical ideas, and write an essay
5. Actively involved in discussion and provide commentary and respond to feedback
6. Locate and evaluate credible sources and incorporate source material responsibly with citation and documentation.

Course Syllabus: AWC Development Project Component 2 - Course Policies

#1 Participation (25)
Your participation in this course indicates your active involvement during the teaching and learning activities. It is important for you to ensure that you follow, understand, and most importantly you can achieve the learning goal as stated in the course outline which I shared in our first meeting. Participation is an important learning process which can be done through asking and answering questions during class discussion, giving, and responding peer feedback. Thus, for those actively participate during the course will get plus point (+). The more plus point you get in the daily teaching and learning activities, the better score you will get. This means that your final grade will also getting better because you get complete score - 25 points

#2 Assignment (40)

Synchronous (25)
As you know that in this course, you will be assigned to write an essay. Before completely write the essay, you will do some critical reading and express your critical ideas as background of composing the essay. So, make sure that you can do all the activities as the instruction. If you cannot do all the tasks correctly, you will not get complete score (25)

Asynchronous (15)

Revising is done asynchronously. You are assigned to provide commentary to your peer's writings in terms of grammatical use and organization. Then response to your peer's comments and consider it to revise your draft. The commented and the revised draft are submitted to the Schoology to get feedback from the lecturer.

*If you miss or fail to complete the assignment such as not to give comment on your peer's essay or not to response to your peer's comment), it will get score 7 out of 15. Then, even though your task is correct done as the instruction, but you submit it late, you will get score 10 out of 15. So, make sure that you do the task as the instruction and submit it on time, so that you will get complete score.

#3 Attendance (15)

The number of meetings in one semester is 16 meetings and each meeting is clearly scheduled in our course outline. You are required to attend at least 13 meetings. You can leave 3 meetings out of the 16 meetings with a clear reason. If there is no reasonable reason to leave the class for 3 meetings, it will affect your points from this component. If you miss the class for more than 4 meetings without any reason, you will fail this course, because this academic writing class requires each student to produce a piece of writing in each meeting and all have been clearly set and approved since the first meeting of this semester.

#4 Academic honesty (20).

What is meant by honesty is concerning with your academic commitment, honesty, and integrity. Violations to the academic honesty such as plagiarism, cheating, submitting the work of another as own will not be tolerated
and you will fail this Academic Writing Course. You can use similarity checkers such Turnitin to check your work. The similarity below 10 % which is only accepted.

Note: if you have any question, don't be hesitated to discuss with me

Course Material: AWC Development Project Component 3 - Reading Guide
INSTRUCTION

Answer the article below and answer the questions.

1. *Pre-reading*
   a. What do you know about the relationship between globalization and cultural identity?
   b. What are the impacts of globalization to cultural identity?

2. *During reading*
   a. What are the factors of cultural identity disintegration?
      Answer:
      the main factor that contributes to the disintegration of cultural identity is the dominance of Western culture in the global market. This dominance is due to the economic and military power of Western countries, which has led to the spread of Western cultural forms. Another factor mentioned in the article is technology, such as the internet and social media. These technologies allow for the diffusion of cultural expressions, potentially creating a global culture and weakening the influence of local traditions.

b. How does Western culture can erode the cultural identity?
Answer:
The spread of Western music, movies, and fashion can erode local cultural identities in a few ways

- Western cultural forms are spread throughout the world through trade, travel, and technology. This can make it difficult for local cultures to compete.
- Western culture is often dominant in the global market, which can lead to the marginalization of local cultures.
- Western culture can be seen as more prestigious or desirable than local cultures, which can lead people to adopt Western cultural practices over their own.

c. What are the different ways that globalization can impact cultural identity?
Answer:
Globalization can impact cultural identity in both positive and negative ways:
- Homogenization of culture: Globalization can lead to the homogenization of culture, where people around the world consume the same cultural products. This can happen because of the dominance of Western culture in the global market. Technology, such as the internet and social media, also plays a role in spreading cultural expressions and creating a more global culture.
  This can be negative because it can lead to the decline of local cultures and traditions.
- Exposure and exchange: Globalization can also lead to exposure and exchange of cultural ideas, customs, and traditions. This exposure can lead to a broader understanding and appreciation of different cultures, potentially enriching one's own cultural identity.
  This can be positive because it can lead to a more vibrant and diverse cultural landscape.

d. How can individuals and communities maintain their cultural identity in a globalized world?
Answer:
- Promoting cultural education and awareness: This can involve teaching people about their own culture, as well as the cultures of others.
- Supporting local cultural industries: This can include buying products from local artists and musicians, and attending local cultural events.
- Valuing cultural differences: It's important to respect and appreciate the diversity of cultures around the world.
- Engaging in intercultural dialogue: This can involve talking to people from other cultures, and learning about their way of life.

Globalization has led to the spread of Western culture, and this can threaten local cultures. However, by following the suggestions above, communities can ensure that their cultural identity continues to thrive.

   a. What is the importance of cultural identity in digital technology era? Can you give the examples?
   b. Is there any significance of acculturation between Indonesian culture and western culture?

Globalization and its Impact on Cultural Identity: An Analysis
By Jihane Ziyan

The concept of globalization has been widely debated in recent years, refering to the increasing interconnectedness of the world through trade, travel, and technology.

While globalization has brought many benefits such as economic growth, it has also led to the erosion of cultural identity. This paper will explore the impact of globalization on cultural identity and examine how it has affected different regions of the world. The analysis draws on a range of scholarly articles, books, as well as reports to provide a comprehensive understanding of the issue. It is also important to highlight the various factors that have contributed to the erosion of said cultural identity and suggest ways to preserve it in the face of globalization.

Globalization is a phenomenon that has transformed the world in many ways. It has been a significant force in shaping the world we live in today. It has made it easier for people to travel, communicate and do business across borders.

The process of globalization has also led to the spread of Western culture, including popular music, movies, and fashion, which has in turn eroded the cultural identities of many societies. The increasing interconnectedness of people, economies, and cultures has brought about numerous changes, including the erosion of cultural boundaries and the emergence of a global culture.

The literature on globalization and cultural identity is vast, and various scholars have explored the topic from different perspectives. According to Giddens (1990), globalization has brought about a disembedding of social relations, resulting in the erosion of local cultural identities. He argues that as people become more interconnected, they begin to identify more with global culture than with local culture.

Similarly, Appadurai (1996) argues that globalization has led to the emergence of a global cultural economy, where cultural products are produced and consumed globally. He suggests that this has resulted in a homogenization of culture, where people consume the same cultural products regardless of their location. This has led to a loss of cultural diversity and a weakening of local cultural identities.

Globalization And Its Impact on Cultural Identity:

Globalization has significantly impacted cultural identity by homogenizing diverse cultural expressions into a single global culture, particularly in a popular culture dominated by Western forms. This has marginalized local cultures, eroded traditional cultural expressions, and commodified culture. Technology, such as the internet and social media, has further contributed to the erosion of cultural identity by diffusing cultural expressions and creating a global culture.

Cultural commodification and the spread of technology have also contributed to the erosion of cultural identity. This has marginalized local cultures and eroded traditional expressions. Furthermore, globalization has commodified culture, leading to the loss of cultural significance. Technology has also contributed to

cultural erosion by enabling global access to cultural expressions and the creation of a global culture. Despite bringing economic growth, globalization has resulted in the erosion of cultural identity.

Factors Contributing to The Erosion of Cultural Identity:

Several factors have contributed to the erosion of cultural identity. One of the main factors is the dominance of Western culture in the global market. Western countries have been able to dominate the global market because of their economic and military power. This has led to the spread of Western cultural forms, which has in turn led to the erosion of cultural identity. Indeed, the spread of globalization has led to the homogenization of culture. The expansion of Western cultural forms has been facilitated by the globalization of the market, which has led to the creation of a single global culture. This has made it difficult for local cultures to compete, and they have been marginalized as a result.

Governments can support local cultural industries such as music, film, and art, by providing subsidies and protecting them from foreign competition. This can help to create jobs, promote local talent as well as preserve an authentic local cultural expression.

Governments can aid local cultural industries, including music, film, and art, by providing financial assistance and shielding them from foreign competition. This approach can lead to job creation, the advancement of local talent, and the protection of genuine local cultural expression.

Moreover, it is essential to appreciate and recognize cultural distinctions instead of attempting to standardize cultures. Rather than imposing a single global culture, attempts should be made to celebrate and safeguard cultural diversity through intercultural dialogue that facilitates the sharing of experiences and learning from one another.

To sum up, globalization has had a significant impact on cultural identity, which has resulted in the decline of conventional cultural expressions and the emergence of a uniform global culture. This has been facilitated by the predominance of Western culture in the global market, cultural homogenization, and the spread of technology. Nonetheless, there are ways to maintain cultural diversity, such as promoting cultural education and awareness, supporting local cultural industries, and valuing cultural differences. By doing so, we can ensure that cultural diversity flourishes in the face of globalization.

Genre: Summary Essay
Rhetorical mode:
Topic: Montessori Method

Task Requirements
Montessori Method is currently an early education that is widely considered and implemented by modern mothers. This method has actually been developed since the beginning of the last century. The popularity of this method is also supported by the proliferation of special schools for the Montessori method in Indonesia. In this assignment, you will write a Summary essay based on an article about Montessori Method and its impact on early childhood education.

Your task for this assignment is to find a credible article published within the last eight to ten months in eight months in reliable sources. Then read your selected news article. After that, please summarize what you have read in between 500 and 600 words.

Audience and Purpose
Your audience is your instructor and peers at UIN Sayyid Ali Rahmatullah, Tulungagung.
The goal is to shed light on the topic and leave your audience with a clear understanding about Montessori Method and its impact on early childhood education.

Annotating, Planning, and Drafting
Before writing summary and response it, you need to ensure that
1. you select an article that you are interested to read
2. you can do pre reading activities like asking some questions related to why and what
3. Read while highlighting the key words and the main ideas in each paragraph of the essay
4. Read and read again until you understand well
5. Take notes by follow the guideline for annotation that I explained you in the class
6. Provide an accurate, end-of-text citation for the article in APA style and give the URL for the website where the article is published.
7. A high grade for this paper depends on proper source use and source integration.

Your summary consists of three sections: summary introduction, summary body, and summary conclusion.
1. Introduction: Introduce the topic and provide a thesis statement outlining the key issues to be explained.
2. Body Paragraphs: Each paragraph addresses a single significant point linked to the thesis. They should describe the notion, typically using proof such as examples, statistics, or definitions to back up the claims.

3. The conclusion summarizes the important ideas and restates the thesis in a new way.

Steps to complete This Assignment
1. Select an article about Montessori Method and its impact on early childhood education that you are interested to read, then ask for the approval from your instructor.
2. Read and annotate the selected article by taking some important notes from the article and write your own ideas / response.
3. Submit your annotation together with the original article and your outline.
4. Write a draft of summary based on your notes and annotation.
5. Submit your first draft to get the feedback from your instructor.
6. Write a complete summary by considering your instructor's feedback.
7. Perform a free-error editing for your final draft.

Evaluation Criteria
Context
1. The introduction sets the context (time, period, people, place) of the topic addressed in the article and introduces the major factors involved.
2. The article and author are introduced with a correct signal phrase.
3. The thesis statement names a controlling idea that is the focus of your response to the ideas in the article.

Substance
1. Important details of the original article topic are explained and developed fully with sufficient examples in the summary.
2. Information is summarized and paraphrased accurately into your own words, not copied from the original.
3. The essay provides an extended discussion in response to the points made in the original article, not just repeating the original.

Organization
1. The summary is logically ordered and structured, and cohesion is maintained with linking words.
2. Topic sentences and clear paragraphs guide the reader through the essay's the main points.
3. The body paragraphs are developed to match the introduction and thesis.
4. The response commentary follows the thesis in unified paragraphs with logical development and cohesion.

Style and Delivery
A URL link to the original source(s) is submitted with the paper along with an accurate and properly formatted APA or MLA citation of the article(s).

AVOIDS PLAGIARISM!
1. In-text citations and signal phrases are properly used to tell the audience when a source is being paraphrased or referred to.
2. Problems with grammar and mechanics are minimal and do not distract the reader.

Resources
1. A current, credible news article on the topic – you select the article and provide the source information.
2. Posted links on Schoology LMS to Finding sources; Citation; Summarizing and Paraphrasing; and Avoiding Plagiarism
3. Unit 5 of the course materials.

Course Material: AWC Development Project Component 5 - Argument Map Model

Title and author of argumentative text for analysis: "Benefits and Disadvantages of Homeschooling: A Guide for Parents in 2024" by Imed Bouchrika, Phd, Research.com	
Features	
Audience	The audience is parent who are interested in homeschooling. The text is published in Research.com on April 17, 2024. The style of writing is formal and the main point is represented in the title. The reasons underpinning the main point is clearly discussed in the body of the text. The topic sentences for each paragraph show a formal organization of the text structure. The language used is objective and unbiased tone. Uses clear and concise language that is easy for the target audience to understand.
Opening statement	By convention, children go to school physically to attend classes. However, the emergence of COVID-19 popularized online education, and at the same time, more parents are homeschooling their kids, and they are not turning back. Although homeschooling has gained legal and public acceptance, there remain concerns about it. (Ray & Eagleson, 2008, as cited in Bennett et al., 2019) As opposed to that of traditional schooling, the benefits and disadvantages of homeschooling are things to ponder for parents.
Body I	In Boulter's (2017) study comparing the academic achievements of homeschooled students to public school students, there appeared to be no obvious difference in overall academic achievement between the two groups. Both groups have average or above-average scores in reading, math, written language, and broad knowledge of science, social studies, and humanities. It seems that the academic benefits and drawbacks of homeschooling vs public schooling are highly significant. The education system is, therefore, evolving that Norman et al. (2020) suggest researchers and academic practitioners "further their knowledge in the operation, management, and integration of the virtual learning systems to both the traditional school setting system and home-based system." This suggestion became even more relevant when public and private schools alike closed down at the onset of the pandemic. Whereas the homeschool rate was steady at 3.3% since 2012, it surged, reaching 11.1% in the fall of 2021. (US Census Bureau, 2022)
Body II	Norman et al. (2020) found that the primary reasons for parents to choose homeschooling expressed are religion, socialization

issues, other problems in public schools, better learning opportunities, and spending more time with their children. But is homeschooling better than other formats of learning? Here are the advantages of homeschooling.

Homeschooling has a more pleasant atmosphere for teaching and learning, according to Icmi & Suryono (2019). It encourages freedom of expression and independence as teachers or parents simply guide and facilitate learning. Moreover, the learning approach is humanist, with the process depending and focusing on the needs of a child. It also shows flexibility in setting in terms of when and where to learn. (Icmi & Suryono, 2019).

In homeschooling, family interactions and expectations are among the most important components. (Jeynes 2005, 2007b, 2010, as cited in Jeynes, 2016) Family involvement, such as parents' concern and interest in their children's learning, contributes to better scholastic outcomes. Parents and kids can work together on activities or learn from fun and free educational websites for kids. Together with social diversity, family involvement becomes a key to developing competencies. (Sotés-Elizalde & Urpi, 2015)

Furthermore, homeschooled students and their parents tend to be very engaged in their communities in terms of sports activities, cooperative classes, church activities, and community services. Dr. Gary Knowles and Dr. James Muchmore stated that homeschooled adults did not exhibit characteristics implying that home education is disadvantageous for developing respect for individual differences and concern for others. Also, according to McCulloch et al. (2006), the more someone is educated at home, the less they are likely to become cynical.

Homeschooling was found to provide meaningful space and learning experiences. Kraftl (2013) concluded that learning at home has no learning restriction based on a textbook and standardized curriculum because it can take place inside and outside the house, covering academic and practical knowledge. Consequently, Ice and Hoover-Dempsey (2011) elucidated how homeschooling parents efficiently design and fabricate effective learning, attributing to their children's success.

School experiences play critical roles in shaping individuals' developmental and well-being paths. In line with this, homeschooled adolescents were found to exhibit greater character strengths and fewer risky health behaviors later in life than peers who attended public schools. It was also revealed that they were more likely to volunteer, be forgiving, develop a sense of purpose, and engage in healthier behaviors. (Chen et al., 2021, as cited in Henderson, 2021)

	Obeng (2010) found that children with extensive medical needs benefit from psychotherapy and other support systems when homeschooled. As such, differently-abled students with varying needs are often found to be homeschooled. Families whose children have severe disabilities are also of special concern for homeschooling. (Cook et al., 2013)
	Homeschooling is administered mostly by parents at different regulations. Despite the degree of the method of instruction's structure, parents were found to enjoy the control they have over their children's educational situation with homeschooling. Duffey (2002), Kidd and Kaczmarek (2010), and Rothermel (2011) showed that a majority of parents have satisfactory remarks regarding their children's progress in homeschools. (Cook et al., 2013)
	Moreover, homeschooling also answers parents' concerns. One of which is their desire for their children to avoid social diseases, such as drug addiction, which are attributed to relationships in public schools. In the United States, for example, parents also choose homeschooling for their children for systematic and religious concerns.
	In line with this, homeschoolers are generally placed under two categories—ideologues and pedagogues. These distinctions focus on the parents' perceptions of traditional schooling. Ideologues claim that public schools are not taking religion seriously in their curriculum, while pedagogues simply believe that public schools teach ineptly. Homeschooling involves parents both in their child's education and personal circumstances. (Romanowski, 2001)
	Most Common Reasons for Homeschooling in the U.S. ≡ To provide religious moral instruction Concern about the environment of other schools Dissatisfaction with academic instruction at other schools Other reasons* Other reasons*: 14 Nontraditional approach to child's education Child has other special needs 0 5 10 15 20 25 30 35 40 Source: National Center for Education Statistics, 2007 Designed by **Research.com**
Body III	Homeschooling also has some drawbacks. Vijayakumar and Lawrence (2021) stressed that since homeschoolers are mainly alone, they lack peers, a happy childhood, drive, healthy completion, and positive socializing. They may lack access to traditional school infrastructures like libraries, laboratories, and playgrounds.
	Homeschooled children tend to be more participative in other activities outside academics. However, these activities are often

selective and include students who share similar values, backgrounds, and social classes. As such, these children need to be exposed to social life in public schools daily; otherwise, they will lack the skills necessary to adapt to real-life situations as adults. Consequently, homeschooling limits the diversity of beliefs and backgrounds that children may encounter in most public-school settings. (Romanowski, 2001)

Homeschooled students may lack instruments for assessing their knowledge, values, skills, and behaviors with respect to the objectives delivered in state institutional education systems. (Ray 2009) As homeschooling is specially tailored to children's needs, it remains difficult, even for parents, to assess, diagnose, and determine the curriculum and instruction that would fit their children's needs. (Romanowski, 2001)

Notably, Rudner (1999) determined standardized achievement tests as a limitation of homeschooling. Public and private schools have standardized tests closely aligned with their curriculum whereas homeschools choose tests depending on convenience. In other words, parents may not be following the institutional school curriculum that aims to help their children succeed in tests. (Ray, 2009)

Instructors may not have sufficient resources or facilities to deliver appropriate instructions. Simmons (1994, 47) once stated that a home is simply not capable of providing numerous and diverse enrichment activities despite the sequence and integrated curriculum now available for homeschooling. Most homeschoolers even agree that such alternative curricula may not be of the same quality and depth as those practiced use by educational institutions. (Romanowski, 2001)

To date, homeschoolers still face legal challenges. For instance, in 2008, a California appellate panel ruled out that parents are not constitutionally allowed to homeschool their children. This case also appealed that non-credentialed parents must not homeschool their children under state law. There was a nationwide outcry following this, pushing the court to reverse the ruling. However, it demonstrated how homeschooling can quickly become under legal attack. (Raley, 2017)

Note, however, that despite the legal concerns, homeschooling rates increased in several states, with Massachusetts showing the greatest leap of 1.5% to 12.1%. (US Census Bureau, 2022) Whether this rate will drop post-pandemic is something educators and families will have to wait and see.

Aside from the support system, the responsibility of teaching lies with parents, who must be knowledgeable in higher levels of

	math, sciences, and other studies. The need of most students for a teacher with subject expertise is also an important concern in providing efficient instruction. (Romanowski, 2001) Homeschooling demands commitment from parents to teach their children, but they also need to be knowledgeable of regulations and services available in their local areas. Parents carry the responsibility to explore both the strengths and limitations of homeschooling, especially for children with disabilities. (Cook et al., 2013)
Body IV	Before the American Revolutionary War, the responsibility of educating children was originally carried by parents. It changed in the mid-19th century. Back in 1852, Massachusetts enacted the first compulsory school attendance law in America, requiring children aged 8 to 14 to attend school. By 1918, most states subjected parents who did not send their children to school to criminal sanctions. (Robson et al., 2020) Over time, the public became even more aware of homeschooling—from a place of almost complete ignorance to a perspective of extensiveness. The media is responsible for this conditioning since many articles about homeschooling were published and national radio and television broadcasts about it. Nevertheless, Patricia Lines, a Senior Fellow at the Discovery Institute, described homeschooling parents as the ones reinventing the nature of the school. (Basham, 2001) At present, homeschooling is advocated by a significant number of people regardless of background or ethnicity. They are more diverse and very committed. Perhaps this is an impact of the pandemic, or perhaps it is the change that is bound to happen given the available technologies now. **Household Homeschooling Rates by Race in 2020** Source: Household Pulse Survey US Census Bureau — Designed by Research.com
Closing Statement	In 2020, parents became the "key learning agents" to help students with their learning process and digital solutions. One hundred thirty countries out of 193 completely closed schools and shifted to homeschooling. This is a drastic change to the education system that suddenly made homeschooling a general form of education where parents were viewed as "accidental

homeschoolers." (English, 2021; Burke, 2020, as cited in Daniela et al., 2021)

While homeschooling is at a high rate now, parents, mentors, and the whole education system still need to review further how this platform of learning could be improved to benefit children and families that prefer this setup. The education statistics are bound to shift post-pandemic, but wherever it will shift remains unclear. What is clear, however, is the rise in education technologies that somehow makes homeschooling more viable now.

Course Material: AWC Development Project Component 6 - Process-Based Assignment Prompt

Topic: Cultural Tradition
Genre: Exposition
Mode: Explanatory Essay

Please consider the following questions before getting started to write.
1.   Does the area where you live/born have any unique customs/traditions?
2.   What is it about and what are the significance of the tradition for the people and the culture?
3.   How did the tradition begin?
4.   How is the tradition carried out?
5.   Does the tradition still exist today?

Task Requirements
Your task is to write an expository essay of approximately 600-750 words about cultural tradition. Your essay should be based on research (literature review and/or conduct an interview to cultural leader/people around you) and data (if necessary).

Audience and Purpose
Your audience is your instructor and peers here at UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia.
The goal is to shed light on the topic and leave your audience with a clear understanding about the topic you brought up. It is intended to make use of our opportunity to share and teach each other. Knowing the others' tradition can be as a learning source to better understand each other, so that our social interaction is hopefully better. You can write what you think is necessary to be shared through your written work. Feel free to write what you think is good to write!

How to Complete This Assignment
1.   Read the assignment sheet and use the evaluation criteria as your guide.
2.   Pre-draft planning: Create a cluster diagram of your brainstorm and topic development (see the example on the last page of this sheet) and write an outline in accordance with your cluster diagram. (15%)
3.   Write the first draft, revise it, then do peer back to improve your essay.
4.   Submit your first draft (45%).

5. After getting feedback from the instructor, carefully revise and edit your draft accordingly to best improve it.
6. Submit the revised final draft on July 16, 2022 to your own account of Schoology (40%)

Planning and Drafting
What you must do in this stage are:
1. Brainstorm as much as you can about your childhood worst memory and generate a cluster diagram. You can look at the above-mentioned leading questions to help you brainstorm. The cluster diagram consist of topics that you need to explain in your essay. The documents of Cluster Diagram and the Outline are both submitted as pre-planning ones and they will be scored.
2. Develop your draft based on your outline. You must make sure that your thesis statement has a controlling idea. Each paragraph contains a topic sentence and clear supporting details. In developing your content, provide with examples and explanations. You can use some applications like grammar checker or word processor to improve your grammar use and formats of the draft before being submitted.

Assignment Sheet

Topic:
I. Research   In this section, you will put down the result (with points, long paragraph, or however you like) of your research including statements and data you have found to support your explanation.
II. Cluster Diagram   In this section, draw a cluster diagram and write down the important point that need to be written in your essay.

III. Outline

In this section, you are required to make an outline of your explanatory essay.

IV. Drafting

Write your first draft of your explanatory essay based on your work on the previous sections.

Evaluation Criteria
The total grade for this Major Assignment #1 is made up of several steps which include your brainstorm, outline, early drafts, revised draft, error corrections, the final draft, and the Turnitin check report. If you cannot fulfil the requirements in each step such as missing any step or doing the task late, then your grade will be lowered. A complete paper contains your own writing and meets the following criteria.

Context
1. A thesis statement should have a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay.
2. The introduction should set the context of the topic and attracts the audience's interest.

Content and Substance
1. The supporting points are relevant to explaining each of the points.
2. The development includes description, details, explanations, and specific examples of the event.

Organization
1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis.
2. Ideas within each paragraph are developed logically, from general statement to specific details.
3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic, and can be as transitional sentence.

Language
1. To improve the correctness of grammar use, please proofread with your peers and carefully edit it.
2. Avoid making too many grammar mistakes, misspelling, incorrect word choice, and the other technical problems of your writing organization which can distract the audience.

Style
1. Write your identity on the document of your essay which cover your name, students' number, course and instructor, assignment name, and date.
2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.

The Example of a Cluster Diagram

HANDWRITTEN CLUSTER DIAGRAM

"Handwritten cluster diagram" by Sarah Davis is licensed under CC BY 4.0

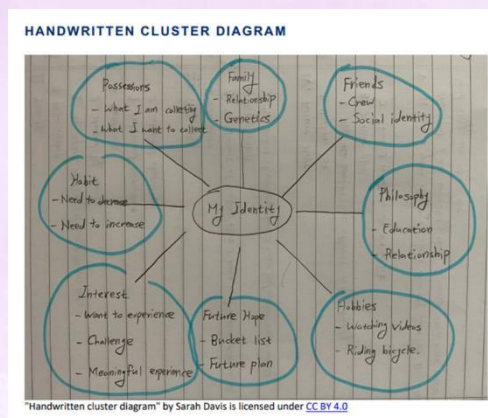| Criterion	Description	Excellent (10 points)	Good (7 points)	Fair (4 points)
Context	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic and attracts the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic and attracts the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic, *but it does not attract* the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction *does not set* the context of the topic *nor* attract the audience's interest.
Content	1. The supporting points are relevant to explaining each of the points. 2. The development includes description, details, explanations, and specific examples of the event.	1. The supporting points are relevant to explaining each of the points. 2. The development includes description, details, explanations, and specific examples of the event.	1. The supporting points are relevant to explaining each of the points. 2. The development includes description, details, explanations, *but it does not include* specific examples of the event.	1. The supporting points are relevant to explaining each of the points. 2. The development *does not include* description, details, explanations, and specific examples of the event.
Organization	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph *does not clearly reinforce* the main idea nor leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph *are not developed* logically, from general statement to specific details. 3. A concluding statement in each paragraph *does not reinforce* the main idea nor leave the reader thinking about the topic.

Criterion	Description	Excellent (10 points)	Good (7 points)	Fair (4 points)
Language	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. Problems with grammar mistakes, misspelling, incorrect word choice, and punctuation are minimal and do not distract the audience.	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. Problems with grammar mistakes, misspelling, incorrect word choice, and punctuation are minimal and do not distract the audience.	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. There are some problems with grammar mistakes, misspelling, incorrect word choice, and punctuation which can distract the audience.	1. Proof reading and editing are less carefully done, so that this bothers the correctness of grammar use 2. There are many problems with grammar mistakes, misspelling, incorrect word choice, and punctuation distract the audience.
Style	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers, but *it does not refer* to APA style.	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document *is not* formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.

Course Syllabus: AWC Development Project Component 8 - Course Description

This course is intended to prepare undergraduate EFL students of English Department, FTIK UIN Sayyid Ali Rahmatullah for success in composing academic writing. Students who can succeed in this course are allowed to take Creative Writing offered in the following semester. This course covers active reading and writing and a range of activities which support you to be able to write academic writing, such as essay of some kinds. The assignments are designed to teach you text patterns, genre conventions, writing process steps, vocabulary, grammar, and document design that are essential to academic success.

CHAPTER 4

COURSE SYLLABUS AND MATERIAL PACKET:
ARGUMENTATIVE ESSAY

Course Syllabus: AWC Development Project Component 1 - Course Objectives

Course Title   :   Academic Writing
Course Code   :   62C15
Course Status   :   Main course
Number of Credit Semester   :   4 SKS
Instructors   :   Erna Iftanti and Arpinda Syifa'a Awalin

By the end of the course, you will be able to:
1. Understand types and the compositions of academic writing
2. Identify generic structure and language feature of essays
3. Recognize the procedures of writing essays
4. Critically read, express critical ideas, and write an essay
5. Actively involved in discussion and provide commentary and respond to feedback
6. Locate and evaluate credible sources and incorporate source material responsibly with citation and documentation.

Course Syllabus: AWC Development Project Component 2 - Course Policies

#1 Participation (25)

Your participation in this course indicates your active involvement during the teaching and learning activities. It is important for you to ensure that you follow, understand, and most importantly you can achieve the learning goal as stated in the course outline which I shared in our first meeting. Participation is an important learning process which can be done through asking and answering questions during class discussion, giving, and responding peer feedback. Thus, for those actively participate during the course will get plus point (+). The more plus point you get in the daily teaching and learning activities, the better score you will get. This means that your final grade will also getting better because you get complete score - 25 points

#2 Assignment (40)

Synchronous (25)
As you know that in this course, you will be assigned to write an essay. Before completely write the essay, you will do some critical reading and express your critical ideas as background of composing the essay. So, make sure that you can do all the activities as the instruction. If you cannot do all the tasks correctly, you will not get complete score (25)

Asynchronous (15)

Revising is done asynchronously. You are assigned to provide commentary to your peer's writings in terms of grammatical use and organization. Then response to your peer's comments and consider it to revise your draft. The commented and the revised draft are submitted to the Schoology to get feedback from the lecturer.

*If you miss or fail to complete the assignment such as not to give comment on your peer's essay or not to response to your peer's comment), it will get score 7 out of 15. Then, even though your task is correct done as the instruction, but you submit it late, you will get score 10 out of 15. So, make sure that you do the task as the instruction and submit it on time, so that you will get complete score.

#3 Attendance (15)

The number of meetings in one semester is 16 meetings and each meeting is clearly scheduled in our course outline. You are required to attend at least 13 meetings. You can leave 3 meetings out of the 16 meetings with a clear reason. If there is no reasonable reason to leave the class for 3 meetings, it will affect your points from this component. If you miss the class for more than 4 meetings without any reason, you will fail this course, because this academic writing class requires each student to produce a piece of writing in each meeting and all have been clearly set and approved since the first meeting of this semester.

#4 Academic honesty (20).

What is meant by honesty is concerning with your academic commitment, honesty, and integrity. Violations to the academic honesty such as plagiarism, cheating, submitting the work of another as own will not be tolerated

and you will fail this Academic Writing Course. You can use similarity checkers such Turnitin to check your work. The similarity below 10 % which is only accepted.

Note: if you have any question, don't be hesitated to discuss with me

Course Material: AWC Development Project Component 3 - Reading Guide

INSTRUCTION

Read the article below and answer these following questions.

1. *Pre-reading*
    a. Which party(ies) contributes the most to environmental damage that cause severe climate change?
        Answer:
        1) *Industry:*
            Fossil fuel industry: Companies that explore for, extract, refine and sell coal, oil and natural gas generate significant greenhouse gas emissions in the process. Burning these fossil fuels to produce energy is also a major source of emissions.
            Manufacturing industry: Manufacturing processes in various sectors, such as heavy industry, electronics, and textiles, generate greenhouse gas emissions through the combustion of fossil fuels, use of chemicals, and release of industrial gases.
            Agricultural industry: Intensive agricultural practices, such as the use of synthetic fertilizers and large-scale livestock farming, contribute to

emissions of methane and nitrous oxide, powerful greenhouse gases.
2) *Government:*
   Policies that favor industry
   Underinvestment in renewable energy
   Deforestation
3) *Individual:*
   Excessive consumption: Consumerist lifestyles that encourage excessive purchases of goods and services, especially those produced in environmentally unsustainable ways, increase demand for energy and resources, and contribute to greenhouse gas emissions and environmental damage.
   Transportation: The use of private, fossil-fueled vehicles is a major source of greenhouse gas emissions, especially in developed countries.
   Small-scale farming and ranching practices: Although less impactful than large-scale industrial agriculture, small-scale farming and ranching practices, such as straw burning and ruminant farming, also contribute to greenhouse gas emissions.

b. Do we have to stop climate change completely?
   Answer:
   It is not realistic at this point, yet we can significantly slow down climate change and mitigate its worst effects

2. *During reading*
   a. How effective are alternative well-being metrics compared to GDP in measuring a country's progress and guiding policy decisions?
      Answer:
      GDP is an outdated metric that does not accurately measure a country's progress. It highlights alternative metrics, such as the Genuine Progress Indicator and the OECD Well-being Framework, that take into account factors like inequality and environmental impact. Bhutan, Bolivia, Ecuador, Finland, Iceland, New Zealand, Scotland, and Wales are all examples of countries that are prioritizing well-being over GDP.
   b. The article imply that economic growth has positive relationship with environment problems. How is that so?
      Answer:
      - *Economic growth, as measured by GDP, is correlated with increased material production and consumption. This material production and consumption leads to increased biophysical throughput, or the amount of energy, materials, and waste that flow through the economy.*
      - *Studies show that there is a close relationship between economic growth and environmental impacts. Wealthy countries are responsible for a large share of the world's excess material use, and this use continues to grow.*
      - *Economic growth incentivizes the transformation of materials and energy into goods and services, and this transformation process creates waste.*
   c. Why is synergy necessary to address environmental issues?
      Answer:
      Because technical fixes alone are not enough. A combination of policy, institutions, design, infrastructure, social movements, values and practices is all needed.

d. How does degrowth can address environment problems?
Answer:
Degrowth aims to reduce the quantity of material and energy that wealthy economies use in order to lessen environmental impacts. Studies show that economic growth correlates with environmental harm. Degrowth argues that economic growth based on GDP is unsustainable.

3. *After reading*
   a. Is degrowth the only solution to environmental problems, or are there alternative approaches that can achieve similar goals while maintaining economic growth?
   b. Who bears the burden of reducing consumption? Should the responsibility fall solely on wealthy countries, or should developing countries also participate in degrowth efforts?


Economic Growth will Continue to Provoke Climate Change
A guest op-ed from Susan Paulson, professor at the Centre for Latin American Studies, University of Florida, and co-author, "The Case for Degrowth"

Global scientists agree that wealthy countries must reduce material production and consumption in order for the world to successfully tackle climate change, biodiversity collapse, ocean acidification, water scarcity and other environmental problems. Yet corporate and political insistence on the need to continually grow gross domestic product (GDP) weakens the will to change course. Research in the field of degrowth examines empirical relations between economic growth, defined as increased monetary value of goods and services exchanged in a market—often calculated as GDP—and material growth, defined as increased biophysical throughput (energy, material and waste flows) of an economy, measured as "societal metabolism". Degrowth science connects economics with thermodynamics to demonstrate how the transformation of material and energy into goods and services converts generally reliable and consistent (low-entropy) stocks of resources into disordered and chaotic (high-entropy) waste. Measurements reveal that global societal metabolism has surged over the past two centuries, accelerating even more in recent decades.

These data refute certain statements attributed to economist Diane Coyle in the introductory article of this debate series that, starting in the 1990s, GDP growth became "light as a feather", "made of bits rather than atoms" and "had literally not weighed anything: all the incremental value-added growth was in intangibles of one kind or another". Instead, they show that economic-material growth maps closely with environmental impacts that are currently pushing—and on some fronts exceeding—planetary boundaries.

Cumulative excess resource use by country (1970-2017)
% share of global overshoot
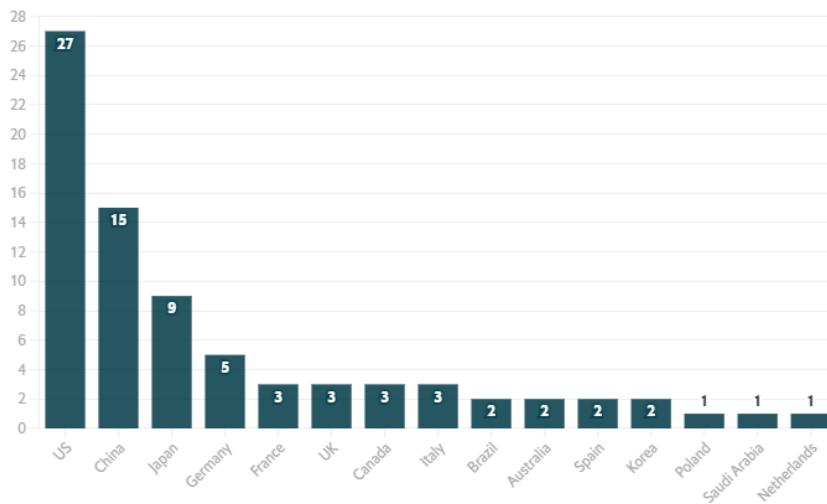
Source: Hickel et al, 2022 • Note: Research shows that high-income nations representing only 16% of the world's population are responsible for 74% of global excess material use—materials such as fossil fuels, metals, minerals and biomass. Researchers state that 27% of excess material use has been driven primarily by the US and 25% from the wealthier countries of Europe, including the UK.

Changing course: degrowth

Hundreds of degrowth-aligned studies analyse interactions among economies, ecosystems and earth systems. They assess roles of diverse policies and technologies. Quantitative analyses of material, energy and capital flows across global value chains expose unequal exchanges that generate profit for investors while negatively impacting other people and environments. Questions about prioritising GDP growth also address its correlation over the past four decades with unconscionable increases in inequality among and within countries, and its failure to correlate with vital indicators of well-being, above very low thresholds.

These findings inform degrowth objectives: to reduce the quantity of material and energy that wealthy economies use, to curb cultural and personal obsessions with growth, and to reorient societies around care and equitable well-being. Jason Hickel summarises: "Degrowth is a planned reduction of energy and resource throughput designed to bring the economy back into balance with the living world in a way that reduces inequality and improves human well-being."

Bengi Akbulut, professor of geography, planning and environment at Concordia University in Canada, elaborates: "While it is most straightforwardly understood as material downscaling, degrowth denotes a far more encompassing transformation: a break with the ideology of growth, the repoliticisation of the economy and a reorientation of economic relations along different principles." Foremost among those principles are democracy, diversity, participation and abundance—in contrast to prevailing notions of hierarchy, competition and scarcity that underpin current systems.

Transformations underway

Degrowth scholars and activists seek conditions that support humans to interact with each other and with non-human environments in ways that produce and sustain more equitable, peaceful and caring worlds. They differ from mainstream economists and politicians in their support for diverse and coexisting pathways, and in their resistance to imposing one model of degrowth. In *Degrowth & Strategy*, 45 contributors address challenges of mobilising alliances and bringing about socioecological transformation, while respecting multiple approaches and sites of action.

The Case for Degrowth, meanwhile, traces synergies among ongoing initiatives in policy, institutions, design, infrastructure, social movements, values and practices. Examples of these include programmes that reduce labour hours, provide job guarantees, enhance public services, support local economies and extend basic care or autonomy allowances. Recognising the synergies at work, policymakers around the world are integrating these with environmental measures.

Understanding that prioritising GDP is not only environmentally harmful, but ineffective in bringing about equitable well-being, many countries are turning to alternate measures such as the Genuine Progress Indicator and the OECD Well-being Framework. Bhutan has pursued Gross National Happiness for decades; Bolivia and Ecuador have incorporated world-views known as *Buen Vivir* into national constitutions and governance; and the Wellbeing Economy Alliance unites leaders of Finland, Iceland, New Zealand, Scotland and Wales in pledges to prioritise the well-being of people and planet.

Resource drain from the Global South vs official development assistance
(US$trn, 1990-2015)

■ Drain from the South, represented in global average prices (constant 2010 USD)
■ Official development assistance (constant 2010 USD)

1990-2015

US$84.55trn

Source: Hickel et al, 2022 • Note: research found that in 2015 the North net appropriated from the South 12 billion tons of embodied raw material equivalents, 822 million hectares of embodied land, 21 exajoules of embodied energy, and 188 million person-years of embodied labour, worth US$10.8trn in Northern prices—enough to end extreme poverty 70 times over.

Status quo—at what cost?

These multi-faceted strategies for transition contrast with technical solutions that promise to solve climate crises without altering—or even questioning—the socioeconomic systems that provoked those crises. Although green growth advocates push a fantasy that future technological innovation will allow us to grow economies without environmental impacts, scores of scientific

studies find no evidence that GDP is yet decoupled from economy-wide resource use and generation of waste on national or global scales. While it is true that some sectors have started to use less resources or generate less waste with each additional unit of GDP, no economy has grown with zero environmental costs.

Moreover, national accounting systems often displace these costs. For example, the use of biofuels has helped some countries to reduce CO_2 emissions domestically, while creating carbon debt elsewhere as production of biofuel stock replaces rainforests and savannas in the Amazon and South-East Asia.

Strategies to increase resource efficiency and reduce pollution are certainly necessary to slow material growth. But technical fixes are insufficient to address climate change if we do not also pursue more courageous societal shifts away from the cult of growth.

Course Material: AWC Development Project Component 4 - Prompt for a Summary and Response Essay

Genre: Summary and Response Essay
Rhetorical mode: Cause and Effect
Topic: Ethical Dilemma of Artificial Intelligence

Task Requirements
AI has become an increasingly prominent subject among society due to the significant implications that may emerge from its use. Many parties are still investigating the unexplored potentials of AI. Countries have also begun to conduct AI development 'wars', which are expected to highlight a country's might in the civic technology era. Nevertheless, the usage of AI that is not yet prevalent presents challenges that are not yet well understood. In this assignment, you will write a Summary and Response an essay based on an article about the ethical or moral challenge of AI.

Your task for this assignment is to find a credible article published within the last eight to ten months in eight months. Then read your selected article. After that, please summarize what you have read and put your ideas about ethical challenge of AI in response to the ideas you will find from your selected essay. Your Summary and Response essay should be between 500 and 600 words.

Audience and Purpose
Your audience is your instructor and peers at UIN Sayyid Ali Rahmatullah, Tulungagung. The purpose of this assignment is to find out the author's point of views about causes of AI utilization and its effect on ethical matters. You will need to explain their ideas in your own words. To support each point that you find from the article, you need to show some specific supporting details from the texts. Then, you need to present your analysis towards each point to show how it is similar or different from your own opinion. You can support your ideas by citing some related outside sources using either direct or indirect quotation.

Annotating, Planning, and Drafting

Before writing summary and response it, you need to ensure that
1. You select an article that you are interested to read
2. You can do pre reading activities like asking some questions related to why and what
3. Read while highlighting the key words and the main ideas in each paragraph of the essay
4. Read and read again until you understand well
5. Take notes by follow the guideline for annotation that I explained you in the class
6. Write the summary from your notes, NOT from your article, so, close the article and keep your annotation opened.
7. Provide an accurate, end-of-text citation for the article in APA style and give the URL for the website where the article is published.
8. A high grade for this paper depends on proper source use and source integration.

Your summary consists of three sections: summary introduction, summary body, and summary conclusion.
1. The summary introduction explains author, title, time, place of publication of your selected article, and the basic of its topic. Then write your thesis statement for the paper (your main response to the article)
2. Summary body explains about the main points of the source article. Each point should be written in one paragraph, and it is supported by specific supporting details found from the article. Your analysis needs to be put in each point that you are writing. To add the credibility of your response, you need to integrate with some related outside sources through paraphrasing or quoting. Don't forget to list it in the reference. The number of main points you found from the articles indicate the number of paragraphs in your body summary.
3. Summary Conclusion reiterates the most important points about the cause and the effect of AI utilization on ethical matters, BUT not repeating the same words as written in body summary.

Steps to complete This Assignment
1. Select an article about cause and effect of AI utilization on ethical matters that you are interested to read, then ask for the approval from your instructor.
2. Read and annotate the selected article by taking some important notes from the article and write your own ideas / response.
3. Submit your annotation together with the original article and your outline.
4. Write a draft of summary based on your notes and your response from annotation.
5. Submit your first draft to get the feedback from your instructor
6. Write a complete summary by considering your instructor's feedback
7. Perform a free-error editing for your final draft

Evaluation Criteria
Context
1. The introduction sets the context (time, period, people, place) of the issue addressed in the article and introduces the major factors involved.
2. The article and author are introduced with a correct signal phrase.
3. The thesis statement names a controlling idea that is the focus of your response to the ideas in the article.

Substance
1. Important details of the original article topic are explained and developed fully with sufficient examples in the summary.
2. Information is summarized and paraphrased accurately into your own words, not copied from the original.
3. The essay provides an extended discussion in response to the points made in the original article, not just repeating the original.

Organization
1. The summary is logically ordered and structured, and cohesion is maintained with linking words.
2. Topic sentences and clear paragraphs guide the reader through the essay's the main points.
3. The body paragraphs are developed to match the introduction and thesis.
4. The response commentary follows the thesis in unified paragraphs with logical development and cohesion.

Style and Delivery
A URL link to the original source(s) is submitted with the paper along with an accurate and properly formatted APA or MLA citation of the article(s).

AVOIDS PLAGIARISM!
1. In-text citations and signal phrases are properly used to tell the audience when a source is being paraphrased or referred to
2. Problems with grammar and mechanics are minimal and do not distract the reader.

Resources
1. A current, credible news article on the topic – you select the article and provide the source information.
2. Posted links on Schoology LMS to Finding sources; Citation; Summarizing and Paraphrasing; and Avoiding Plagiarism
3. Unit 5 of the course materials.

Title and author of argumentative text for analysis: "Why so many workers are still quitting their jobs" by Dana Peterson, CNN Business	
Features	
Audience	The audience is advance English as a Foreign Language Leaners (EFLs) reading the CNN Business News. They are interested in recent business issues. The text is published in CCN Business on June 29, 2022. The style of writing is formal and the main point is represented in the title. The reasons underpinning the main point is clearly discussed in the body of the text. The topic sentences for each paragraph show a formal organization of the text structure.
Claim thesis	In the last last sentence of the introductory paragraph "So why are so many workers quitting? Here are four factors driving the so-called "Great Resignation" — and what businesses have been doing to stem the tide."
Background context	In the first sentence of the introductory paragraph "Aside from, "You're on mute," "I quit" has likely become one of the most popular sayings in the US over the last two years" *There are data showing great number of Americans to quit their jobs.* In the third sentence of the introductory paragraph "an astounding 4.4 million people quit their jobs in April, and there are 11.4 million jobs waiting to be filled, according to the Bureau of Labor Statistics (BLS)" The great resignation in America happened for some factors and the business make some efforts to block the waves.

Support evidence	1. Money
	   - "Higher wages are among the many reasons that workers quit their jobs today" (the 1st sentence of par 2)
	        The BLS' labor share of income reported that the percentage of economic output that goes to workers in the form of compensation was just 56.7%, not far from the all-time low of 55.5%.
	
	   - "The rapid economic recovery from the pandemic provided the perfect backdrop for many workers to trade up into higher-paying jobs" (the 1st sentence of par 3)

the <u>Atlanta Fed wage growth tracker</u> reported that most of the wage increases over the last two years have been for those who switched jobs and less so for those who stayed put.

- "Many businesses are trying to keep their best workers by raising wages and increasing benefits" (the 1st sentence of par 4)

A survey carried out by Q2 <u>CEO Confidence survey</u> in May 2022 revealed that 68% of US CEOs are increasing wages to manage challenging labor market conditions

2. Safety
   - Many people who quit are looking for safer places to work (the 1st sentence of par 5)

   Data for quits in some sectors successively (1). leisure and hospitality (813,000 in April; (2). professional businesses services -- (809,000); (3). retail (669,000); (4). health care and social assistance services (541,000): (5). manufacturing (354,000): and (6). some jobs like transportation (186,000).

3. Flexibility
   - Workers have made it clear that they desire more flexibility (the 1st sentence of par 6)

     (1) *the ability to work from home or have flexible hours are deciding factors in whether to keep or leave a job.*

     (2) *some employers are turning to more flexible job arrangements.*

     (3) *lowering job requirements (not mandating college degrees, for example), offering training, and even hiring non-traditional workers*

     (4) *According to the mid-year <u>C-Suite Outlook 2022 Survey</u>, th re are some methods to manage worker shortage: 56% of CEOs are already promoting their hybrid work models to address the challenge of hiring quality candidates; 25% are allowing fully remote working arrangements from anywhere in the world; 24% are relying more on independent/contractual workers, another 24% are relaxing hiring criteria, and 7% are hiring previously incarcerated persons.*

4. Respect
- Many people saw the quitting frenzy and the massive number of job openings as an opportunity to trade up into better working conditions and/or new titles (the 1st sentence of par 9)

Reasoning rationale	"…some workers value the benefits of flexibility over retaining a job — especially with so many other openings available…."
	" …Working in a more flexible is considered as a great way to attract and retain talent…"
	"…Labor shortages are a huge problem in the US, which will only be exacerbated by an aging worker population, fewer people participating in the labor market post-pandemic, low birthrates and strict immigration laws…"
	"…as the Fed hikes interest rates, should lower job demand somewhat and ease quitting…as long as there is not enough labor and workers have options, they will try to find something better."
	Near the end of paragraph conclusion

Course Material: AWC Development Project Component 6 - Process-Based Assignment Prompt

Topic: Human right implication in student loan
Genre: Essay
Type: Argumentative

Please consider the following questions before getting started to write.
1.   What is human right and how it should be obtained?
2.   Do the rights to education include higher education?
3.   How does student loan work?
4.   Who are the parties involved with student loans?
5.   Who are the parties involved with student loans?
6.   Does the right to higher education get violated by student loan?

It's a common refrain from the left: "Everyone has a right to go to college," or "Everyone has the right to an affordable college education." Higher education is an example of a "positive right," which, in the words of Hungarian-American philosopher Tibor Machan (1939-2006), "require[s] that we be provided with goods or services at the expense of other persons, which can only be accomplished by systematic coercion." A right to higher education would mean that people have a "right" to a service provided by others.

The origin of the "positive right" to a college education, seems to refer to the United Nations's 1948 Universal Declaration of Human Rights, which states that "higher education shall be equally accessible to all on the basis of merit." Though this doesn't explicitly state that it should be free, others built on this premise. The United Nations's International Covenant on Economic, Social and Cultural Rights, adopted in 1966, proclaimed higher education should be "equally accessible to

all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education." That covenant declares that these rights, "derive from the inherent dignity of the human person." Does a person's inherent dignity really imply the need for a college education paid for by others?

Consider what the quality and content of education might look like in a society where college is considered a right. First, to make college free (or even "affordable") for everyone would require the federal government to subsidize all or part of the costs of higher education. That alone introduces many problems, including the cost of government bureaucracy and the burden to taxpayers. Further, to avoid spending spiraling out of control, the federal government would likely implement a cap on what it's willing to pay per student. This in turn would limit what universities could pay their staff, and what kind of facilities and events they could provide.

If the government funds education, it wields enormous influence on the contents of that education. Taxpayers could end up having to fund poor curricula, instead of being able to "vote with their dollars" for better schools via their or their children's tuition. Indeed, government-run kindergarten through high schools demonstrate how poor curricula in the US tends to be. NPR reports that as many as 20 percent of high school graduates in the US are functionally illiterate, meaning that they may be able to recognize words or letters, but they cannot comprehend what they read well enough, for example, to fill out a job application. Would you pay to send your children to a school where only 80 percent of the graduates can read well enough to apply for a job? [1]

Student loans taken out to finance higher education are generally perceived as a sound investment and thus "good debt". However, student loan debt has become a global problem. The most notable example is the $1.6 trillion student debt in the US, where the average student loan debtor owes between $20,000 to $25,000.

Student loans taken out to finance higher education are generally perceived as a sound investment and thus "good debt". However, student loan debt has become a global problem. The most notable example is the $1.6 trillion student debt in the US, where the average student loan debtor owes between $20,000 to $25,000. Similar conditions exist across the world, according to former United Nations Population Division director Joseph Chamie, citing the UK, Australia, Canada, South Africa, and Latin American countries, such as Chile, Ecuador, and Peru. Even in countries like Sweden and Germany where attending university is free, about 70 percent of students still have to take out loans to cover other living costs, such as food and housing.

Last year, the Office of the United Nations High Commissioner for Human Rights (OHCHR) submitted a report of the Independent Expert on the links between private debt and the full enjoyment of human rights, which directly addressed "education-related debt". The report underlined that "student loans no longer guarantee social mobility and financial stability. The increasingly concentrated

labour market and stagnant wage growth mean that graduates often have difficulties finding employment that enables them to pay off debt." [2]

[1] https://fee.org/articles/is-college-education-a-human-right/
[2] https://www.humanrightspulse.com/mastercontentblog/the-human-rights-implications-of-crippling-student-loan-debt

Task Requirements
Your task is to write an argumentative essay of approximately 1000-1100 words about your argument toward the given article. Your essay should be based data and fact (background sources are needed).

Audience and Purpose
Your audience is your instructor and peers at UIN Sayyid Ali Rahmatullah, Tulungagung. It is intended to make use of our opportunity to share and teach each other. Knowing the others' experience can be as a learning source to better understand each other, so that our social interaction is hopefully better. You can write what you think is necessary to be shared through your written work. Feel free to write what you think is good to write!

How to Complete This Assignment
1. Read the assignment sheet and use the evaluation criteria as your guide.
2. Conduct research by collecting data based on credible sources to gather evidence that supports your thesis.
3. Pre-draft planning: Create a fishbone diagram of your brainstorm and topic development (see the example on the last page of this sheet) and write an outline in accordance with your cluster diagram. (15%)
4. Write the first draft, revise it, then do peer back to improve your essay.
5. Submit your first draft (45%).
6. After getting feedback from the instructor, carefully revise and edit your draft accordingly to best improve it.
7. Submit the revised final draft on July 16, 2022 to your own account of Schoology (40%)

Topic:
Stance: Supporting /Neutral/Opposing

I. Research

In this section, you will put down the result (with points, long paragraph, or however you like) of your research including statements and data you have found to support your position toward related topic.

II. Fishbone

In this section, draw a fishbone and write down the important point that related with the position you took towards the topic.

III. Outline
In this section, you are required to make an outline of your argumentative essay.

IV. Drafting
Write your first draft of your argumentative essay based on data and statement on the previous sections.

Research

In this stage you need to conduct thorough research to gather evidence that supports your thesis. You may already have determined your position, therefore gather credible sources like indexed scholarly articles, reputable news outlets, and official government data to support your argument. If you have not yet determined your position, look for more related article to improve your understanding of related subjects.

Planning and Drafting

What you must do in this stage are:

1. Brainstorm as much as you can to show your stance and generate fishbone diagram. Write what arguments that the audience need to know; what are the important factors in this issue; who were involved; which point of view of is influencing your stance; and so on. You can look at the above-mentioned leading questions. After making a fishbone diagram, then select three or four elements in the diagram to create an outline. From the subtopics you chose, draft your topic sentences and thesis statement. The documents of Fishbone diagram (see Picture 1) and the Outline are both submitted as pre-planning ones and they will be scored.

2. Develop your draft based on your outline. You must make sure that your thesis statement has a controlling idea. Each paragraph contains a topic sentence and clear supporting details. In developing your content, provide with examples and explanations. You can use some applications like grammar checker or word processor to improve your grammar use and formats of the draft before being submitted.

Evaluation Criteria

The total grade for this Major Assignment #1 is made up of several steps which include your brainstorm, outline, early drafts, revised draft, error corrections, and the final draft. If you cannot fulfil the requirements in each step such as missing any step or doing the task late, then your grade will be lowered. A complete paper contains your own writing and meets the following criteria.

Context

1. A thesis statement should have a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay.

2. The introduction should set the context of the topic and attracts the audience's interest.

Content and Substance

1. The supporting points are relevant to explaining each of the points.

2. The development includes description, details, explanations, and specific examples of the event. If necessary, you can write direct quotation from the dialogue.

3. The arguments presented in the essay are supported by all of these references, namely indexed scholarly articles, reputable news outlets, and official government data.

4. The student's work is in line with the assignment sheet.

Organization
1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis.
2. Ideas within each paragraph are developed logically, from general statement to specific details.
3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic, and can be as transitional sentence.

Language
1. To improve the correctness of grammar use, please proofread with your peers and carefully edit it.
2. Avoid making too many grammar mistakes, misspelling, incorrect word choice, and the other technical problems of your writing organization which can distract the audience.

Style
1. Write your identity on the document of your essay which cover your name, students' number, course and instructor, assignment name, and date.
2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.

Supporting Readings
1. https://journal.shantibhuana.ac.id/index.php/msd/article/view/94/48
2. https://www.cfr.org/backgrounder/us-student-loan-debt-trends-economic-impact
3. https://www.right-to-education.org/sites/right-to-education.org/files/resourceattachments/Gilchrist_Higher%20education%20is%20a%20human%20right_2018_en.pdf

The Example of a Fishbone Diagram

Picture 1. Fishbone Diagram

Criterion	Description	Excellent (10 points)	Good (7 points)	Fair (4 points)
Context	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic and attracts the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic and attracts the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic, *but it does not attract* the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction *does not set* the context of the topic *nor* attract the audience's interest.
Content	1. The supporting points are relevant to explaining each of the points. 2. The development includes description, details, explanations, and specific examples of the event. 3. The arguments presented in the essay are supported by all of these references, namely indexed scholarly articles, reputable news outlets, AND official government data. 4. The student's work is in line with the assignment sheet.	1. The supporting points are relevant to explaining each of the points 2. The development includes description, details, explanations, and specific examples of the event. 3. The arguments presented in the essay are supported by all of these references, namely indexed scholarly articles, reputable news outlets, AND official government data. 4. The student's work is in line with the assignment sheet.	1. The supporting points are relevant to explaining each of the points. 2. The development includes description, details, explanations, *but it does not include* specific examples of the event. 3. The arguments presented in the essay are supported by two of these references, namely indexed scholarly articles, reputable news outlets, and official government data. 4. The student's work is less in line with the assignment sheet.	1. The supporting points are relevant to explaining each of the points. 2. The development *does not include* description, details, explanations, and specific examples of the event. 3. The arguments presented in the essay are supported by one of these references, namely indexed scholarly articles, reputable news outlets, and official government data. 4. The student's work is not in line with the assignment sheet.

Criterion	Description	Excellent (10 points)	Good (7 points)	Fair (4 points)
Organization	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph *does not clearly reinforce* the main idea nor leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph *are not developed* logically, from general statement to specific details. 3. A concluding statement in each paragraph *does not reinforce* the main idea nor leave the reader thinking about the topic.
Language	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. Problems with grammar mistakes, misspelling, incorrect word choice, and punctuation are minimal and do not distract the audience.	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. Problems with grammar mistakes, misspelling, incorrect word choice, and punctuation are minimal and do not distract the audience.	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. There are some problems with grammar mistakes, misspelling, incorrect word choice, and punctuation which can distract the audience.	1. Proof reading and editing are less carefully done, so that this bothers the correctness of grammar use 2. There are many problems with grammar mistakes, misspelling, incorrect word choice, and punctuation distract the audience.
Style	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins,	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins, line	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins, line	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document *is not* formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization,

Criterion	Description	Excellent (10 points)	Good (7 points)	Fair (4 points)
	line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.	spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.	spacing, paragraph (indent / block), capitalization, title, and page numbers, but *it does not refer* to APA style.	title, and page numbers. Refer to APA style.

Course Syllabus: AWC Development Project Component 8 - Course Description

This course is intended to prepare undergraduate EFL students of English Department, FTIK UIN Sayyid Ali Rahmatullah for success in composing academic writing. Students who can succeed in this course are allowed to take Creative Writing offered in the following semester. This course covers active reading and writing and a range of activities which support you to be able to write academic writing, such as essay of some kinds. The assignments are designed to teach you text patterns, genre conventions, writing process steps, vocabulary, grammar, and document design that are essential to academic success.

CHAPTER 5

COURSE SYLLABUS AND MATERIAL PACKET: PERSUASIVE ESSAY

Course Syllabus: AWC Development Project Component 1 - Course Objectives

Course Title   :   Academic Writing
Course Code   :   62C15
Course Status   :   Main course
Number of Credit Semester :   4 SKS
Instructors   :   Erna Iftanti and Arpinda Syifa'a Awalin

By the end of the course, you will be able to:
1. Understand types and the compositions of academic writing
2. Identify generic structure and language feature of essays
3. Recognize the procedures of writing essays
4. Critically read, express critical ideas, and write an essay
5. Actively involved in discussion and provide commentary and respond to feedback
6. Locate and evaluate credible sources and incorporate source material responsibly with citation and documentation.

Course Syllabus: AWC Development Project Component 2 - Course Policies

#1 Participation (25)
Your participation in this course indicates your active involvement during the teaching and learning activities. It is important for you to ensure that you follow, understand, and most importantly you can achieve the learning goal as stated in the course outline which I shared in our first meeting. Participation is an important learning process which can be done through asking and answering questions during class discussion, giving, and responding peer feedback. Thus, for those actively participate during the course will get plus point (+). The more plus point you get in the daily teaching and learning activities, the better score you will get. This means that your final grade will also getting better because you get complete score - 25 points

#2 Assignment (40)

Synchronous (25)
As you know that in this course, you will be assigned to write an essay. Before completely write the essay, you will do some critical reading and express your critical ideas as background of composing the essay. So, make sure that you can do all the activities as the instruction. If you cannot do all the tasks correctly, you will not get complete score (25)

Asynchronous (15)
Revising is done asynchronously. You are assigned to provide commentary to your peer's writings in terms of grammatical use and organization. Then response to your peer's comments and consider it to revise your draft. The commented and the revised draft are submitted to the Schoology to get feedback from the lecturer.
*If you miss or fail to complete the assignment such as not to give comment on your peer's essay or not to response to your peer's comment), it will get score 7 out of 15. Then, even though your task is correct done as the instruction, but you submit it late, you will get score 10 out of 15. So, make sure that you do the task as the instruction and submit it on time, so that you will get complete score.

#3 Attendance (15)
The number of meetings in one semester is 16 meetings and each meeting is clearly scheduled in our course outline. You are required to attend at least 13 meetings. You can leave 3 meetings out of the 16 meetings with a clear reason. If there is no reasonable reason to leave the class for 3 meetings, it will affect your points from this component. If you miss the class for more than 4 meetings without any reason, you will fail this course, because this academic writing class requires each student to produce a piece of writing in each meeting and all have been clearly set and approved since the first meeting of this semester.

#4 Academic honesty (20).
What is meant by honesty is concerning with your academic commitment, honesty, and integrity. Violations to the academic honesty such as plagiarism, cheating, submitting the work of another as own will not be tolerated
and you will fail this Academic Writing Course. You can use similarity checkers such Turnitin to check your work. The similarity below 10 % which is only accepted.

Note: if you have any question, don't be hesitated to discuss with me

Course Material: AWC Development Project Component 3 - Reading Guide
INSTRUCTION
Read the article and answer these following questions.

1. *Pre-reading*
   a. Have you ever thought of a different education assessment system than the one currently applied to you? If so, what would that assessment system look like?
   Example: The answer can be varied. This question aims to
2. *During reading*
   a. What are the problems with standardized testing?
   Alt answers:
   - *It doesn't quite reliable and doesn't take into account the external factor of the test taker. A test is totally reliable if it produces the same results the second time it is taken. All tests have "measurement error." This means that an individual's score can fluctuate greatly from day to day depending on testing settings*

and the test-taker's mental or emotional state. Young children's results, as well as scores on exam sub-sections, are particularly inaccurate. Coaching and preparation for college admissions tests significantly reduces their reliability as a measure of natural ability.

- *The only objective facet of most standardized examinations is scoring, which is performed by a correctly designed machine analyzing multiple choice answers. Subjective human beings make decisions on what items to put on the test, how questions are framed, which answers are rated as "correct," how the test conducts itself, and how exam results are used, all of which are prone to human bias.*

b. Why is standardized testing not beneficial to learners?
   Answer:

   It is used to classify them based on their performance, regardless of extraneous factors such as socioeconomic status, access to equal educational resources, or individual test-taking ability. In short, it separates learners into categories and often uses those categories to determine what kind of opportunities they qualify for moving forward. Those who perform well on the tests are often put into accelerated learning programs and are offered academic scholarships to great colleges. While students who perform poorly would get socially marginalized within the school as well as in the wider social sphere. Employment opportunities are likely to be diminished.

c. How does standardized testing penalize diversity?
   Answer:

   Testing is the enemy of diversity. It ignores those who stand out on the outer limits of what society views as desirable and acceptable. Namely, those learners who have socioeconomic, cultural, geographical, physical, or intellectual disadvantage. Far from helping to "close the gap," the use of standardized testing has in fact found to be most damaging for low-income and minority students. As Youlanda Copeland-Morgan, Vice Provost of Enrollment Management at UCLA pointed out, there is a strong correlation between standardized testing and income, with low-income learners having far less resources and opportunities than their wealthier counterparts who attend excellent high schools with way more resources. To add to it, the activities the low-income learners are able to participate in are undervalued.

d. Does standardized testing kill curiosity?
   Answer:

   Yes, if student and teachers only focus on the framework given by educational curriculum and focus on achieving good test performance. The overemphasis on testing has led many teachers to eliminate projects and activities that provide students with an

opportunity to be creative and imaginative, and scripted curriculum has become the norm in many classrooms. It also prioritizes rote memorization over critical thinking… and often even penalize those learners who dare to think outside the box as being "impertinent" or "disruptive"

3. *After reading*

a. What does the writer want to convey in the essay?

   Answer:

   The author would like to point out that standardized testing is harmful and biased, and it has negative effects on students, teachers, and schools.

b. What do you think about the assessment system in education after reading the text?

The Dangers of Standardized Testing and Why We Need to Slay the Beast
By Bruce

If there's one thing that stays on the mind of educators long after they've clocked out for the day, it's testing. And not pop quizzes and end-of-unit exams. I'm talking about the beast we call standardized tests.

Although we can find examples of standardized tests in the American education system dating back to the mid-19th century (including the development of the SATs in the 1920's), it was the *No Child Left Behind Act* of 2002 that created the monster we all fight to this day.

This act made annual testing a mandatory requirement in all 50 states… skyrocketing the use of standardized tests AND the stress levels of everyone associated with the education system. The school district leaders, the principals, the teachers, the parents, and (of course) the learners.

Testing is like a heavy anvil hanging over our heads. And the results of these tests (both individual and collective) act as the rope that is holding the anvil. Will it be strong enough to keep it afloat or will the anvil come crashing down? The fear of a crash is what fuels the intensity of testing and (unfortunately) teaching to the test.

THE TRUTH ABOUT STANDARDIZED TESTING

So, let's go ahead and lay it all bare: standardized testing doesn't benefit the learners.

It benefits companies.
Testing companies.
Textbook companies.
Tutoring companies.

Standardized testing is a business… and the cost of keeping that business afloat is the TRUE education of our learners. It's about time we,

the education leaders, come together and demand a change. As we work and teach during the midst of the COVID-19 pandemic, a light is being cast on the education system. We're realizing now, more than ever, how much of a beast testing is, and how harmful it is to our learners. It's time for us to come together and seize this unique opportunity to slay the beast… once and for all!

EVERYTHING WRONG WITH STANDARDIZED TESTING

So, what's so wrong with standardized testing and why do we need to get rid of it? I'm sure that we all have our answers to this question, but here are mine: It's not proven to be necessary or beneficial in the education industry, we're big on using evidence-based best practices. So, it's really ironic that there isn't much evidence to support how much time and energy is spent on standardized testing.

Many of the tests that students take are designed on poor (or just plain wrong) assumptions. Many are full of errors or test for the wrong things. We've seen proof of just how easily we can be blinded by data and statistics, so why do we still place so much importance and emphasis on these tests?

LEARNING IS NOT A COMPETITIVE SPORT

Let's call a spade a spade… standardized tests pit learners against each other. It is used to classify them based on their performance… regardless of extraneous factors such as socioeconomic status, access to equal educational resources, or individual test-taking ability. In short, it separates learners into categories… and often uses those categories to determine what kind of opportunities they qualify for moving forward.

Those who perform well on the tests are often put into accelerated learning programs such as AP classes or Gifted and Talented programs. They're offered academic scholarships to great colleges. Heck, they're offered ADMISSION to great colleges.

Those who perform at the mid-tier levels are offered acceptance into colleges. And those who perform poorly? Well, they better hope they are athletic, entrepreneur-minded, or have friends in high places. Because, if not, their chances of pursuing a career they are actually excited about (that pays well) are drastically diminished.

And it's not just the learners who suffer from this classist system. It's the schools as well.

When a school performs well, they are lauded. Perform poorly and they're shamed. And then the schools that are lauded are more likely to get more funding. We need to stop treating the education industry like it's an athletic league. Learning is a journey – not a competition.

TESTING PENALIZES DIVERSITY

While we're talking about classism, let's go ahead and say it: testing is the enemy of diversity. It ignores those who stand out on the outer limits of what society views as desirable and acceptable. Namely, those learners who have socioeconomic, cultural, geographical, physical, or intellectual disadvantage. Far from helping to "close the gap," the use

of standardized testing has in fact found to be most damaging for low - income and minority students.

As Youlanda Copeland-Morgan, Vice Provost of Enrollment Management at UCLA pointed out, there is a strong correlation between standardized testing and income, with low-income learners having far less resources and opportunities than their wealthier counterparts who attend excellent high schools with way more resources. To add to it, the activities the low-income learners are able to participate in are undervalued.

The very populations that we should strive to reach and lift up are being buried under the standardized testing system. And that just perpetuates the problem for future generations. After all, if you're born buried, how much harder do you have to work to even REACH that "level playing field" people speak of?

TESTING KILLS CURIOSITY

Let's be honest, when we are stuck in a mindset of "teaching to the test", it doesn't leave much room for diversity or creativity. We, the educators, don't have the luxury of creating lesson plans that our learners will actually enjoy. As Ron Maggiano reported in the Washington Post:

"The overemphasis on testing has led many teachers to eliminate projects and activities that provide students with an opportunity to be creative and imaginative, and scripted curriculum has become the norm in many classrooms".

John Holt, of course, was less subtle:

"We kill, not only their curiosity, but their feeling that it is a good and admirable thing to be curious, so that by the age of ten most of them will not ask questions, and will show a good deal of scorn for the few who do".

We continue to prioritize rote memorization over critical thinking… and often even penalize those learners who dare to think outside the box as being "impertinent" or "disruptive".

THE BOTTOM LINE: STANDARDIZED TESTS ARE HARMFUL

The focus on testing has overpowered best practice, suffocated teacher innovation, and destroyed learner curiosity.

As author Anya Kamenetz says:

"Our nation's test obsession is making American schools into unhappy places. Benchmark, practice, field, and diagnostic exams are raising the total number of standardized tests up to an average of 133 by the 12th grade. Physical education, art, foreign languages, and other vital subjects are going on the block in favor of more drilling on core tested subjects. In one Florida high school, a student reported that her brand-new computer lab was in use 124 days out of the 180 -day school year for testing and test prep… In many public schools, students are spending up to 28% of instructional time on testing and test prep."

"BUT, HOW WILL MY KID GET INTO COLLEGE?"

While all of this may make 100% sense to you, you know that parents will still wonder how getting rid of standardized tests will impact their child's chances of getting into a college or university.

After all, that is one of the primaries uses for them… to weed out the ones who (by these standards) don't qualify and give the ones who do a better shot.

If we take away standardized tests, won't we undermine that opportunity for many learners?

First of all, the fact that parents even have to worry about this signal to me that standardized testing plays too much of a role. Whether or not someone is capable of taking on the rigors of a college education can't be determined solely based on how well they performed on a test.

Thankfully, colleges and universities take a variety of other factors into consideration to get a more well-rounded picture of their applicants. They look at:

- Grade Point Average (GPA)
- Grades
- Test scores
- Application essays
- Recommendations
- Extracurricular activities
- Interviews

The reality today is that high test scores are already becoming far less significant in college entry.

As Alfie Kohn stated:

"Even those unwilling to question the emphasis on college preparation ought to realize that this goal may not require all that is currently done in its name. (SAT) scores often count for less with admissions committees than we think, suggesting an opportunity to rethink those time-consuming, stress-inducing, money-wasting coaching sessions designed to teach tricks for raising scores on a bad test. In fact, about 400 (now 950) colleges and universities, including Bates, Bowdoin, and Mount Holyoke, have stopped requiring the SAT (or ACT) altogether."

Since standardized test results aren't the only thing that can indicate whether or not an applicant might be a good fit, why do we hold on to this intense focus on testing in the classroom?

THE SOLUTION

Part 1: Trust educators to do their job

When we really get down to it, this whole testing regime came about because of a lack of trust.

Look at how much money we spend on educator effectiveness systems because we don't trust teachers. Look at how much we spend on standardized tests because we don't trust grades. Look at how much we spend on lawyers. We need to ask ourselves "how can we invest in trust instead of expensing it?"

It's time that the powers that be are reminded that educators are skilled professionals… and give them the trust and freedom we need to flourish in our duties.

Part 2: Bridge the communication gap between educators and parents

Another problem in the education system is that there is a definite communication gap between teachers and parents. Yes, we send report cards home, have PTA meetings, and will call parent-teacher conferences. But it's not enough. In order for learners to get the most out of their educational experience, parents and teachers need to be on the same page at all times – not just periodically throughout the year.

So we have to ask ourselves "What can we do to bridge the communication gap between educators and parents and ensure that the communication is high-quality?"

Part 3: Choose Learners Over Lobbyists

Here's a bit of tough love: we've got to stop putting the vested interests of lobbyists over the best interests of our learners. In the U.S. alone, the testing marketing is a $1.4 billion industry – with testing, textbook, and tutoring being the big earners. They WANT testing to be a priority because if it isn't, their pockets hurt.

But when we allow their needs to reign, it's our learners who get hurt. We need to stop being okay with that.

Find Viable Alternatives

Deborah Meier and Matthew Knoester said it best in their book, Beyond Testing: Seven Assessments of Students & Schools More Effective Than Standardized Tests. We need to:

"…*puncture a hole in the hegemonic control of schools by standardized tests, but also provide a reasonable proposal for more viable alternatives to the view that standardized tests are the are the best way to evaluate student knowledge and school success and to provide accountability between schools and their various stakeholders.*"

Let's not fool ourselves into believing that change is impossible. Change isn't coming. It's here.

The University of California Board of Regents voted unanimously for President Janet Napolitano's five-year plan to phase out ACT and SAT usage… and replace them with a more fair test that truly levels the playing field.

And that, my friends, is progress.

But that's not all.

Right now, more than 330 of the top public AND private schools in the U.S. have joined the Mastery Consortium, to defend, promote, and take action on their belief that there's a better way to not only prepare high school learners for the world, but to also present them to colleges and employers. More than 1,600 U.S. colleges and universities have made ACT/SAT scores an OPTIONAL part of the college application process in an effort to deemphasize the use of standardized test scores.

Course Material: AWC Development Project Component 4 - Prompt for a Review Essay

Genre: Summary Essay
Rhetorical mode:
Topic:

Task Requirements
In this assignment, you will review the persuasive essay in the previous section by identifying components of a persuasive text and completing the outline below. The essay provided may not be sufficient, so you will need to find additional credible information to complete the outline below.

PART A: INTRODUCTION
Topic *(Identify, define, and/or describe the topic. The description could be the relevance of the issue with the audience)* Standardized testing is harmful and biased, and it has negative effects on students, teachers, and schools.
Relevance *(The importance of the topic and how it is related to the audiences/society)*   The importance of the topic is that standardized testing is argued to be a harmful system that does not benefit students. It is related to audiences/society as from kindergarten to 12th grade, most American students participate in annual standardized tests and it affects students, educators, parents, and colleges. The author argues that standardized testing places a lot of stress on everyone involved.
Thesis *(State the position of the writer towards the issue)* The author is on the contra toward the standardize assessment system.
Hook *(Strong/vivid statement that attract people to read the essay)* "If there's one thing that stays on the mind of educators long after they've clocked out for the day, it's testing. And not pop quizzes and end-of-unit exams. I'm talking about the beast we call standardized tests." The author uses figurative language to personify standardized testing as a "beast" to grab the reader's attention and set the tone for the critical argument that follows.

PART B: THE BODY

1. *(Supporting argument/topic sentence or the main idea. Write in a sentence or more)* <u>Learning is not competitive sport</u>
   a. *(supporting details and/or example) (answers are underlined in the text)*
   b. *(supporting details and/or example)*
   c. *(supporting details and/or example)*

2. *(Supporting argument/topic sentence or the main idea. Write in a sentence or more)* <u>Test penalizes diversity</u>
   a. *(supporting details and/or example) (answers are underlined in the text)*
   b. *(supporting details and/or example)*
   c. *(supporting details and/or example)*

3. *(Supporting argument/topic sentence or the main idea. Write in a sentence or more)* <u>It kills curiosity</u>
   a. *(supporting details and/or example) (answers are underlined in the text)*
   b. *(supporting details and/or example)*
   c. *(supporting details and/or example)*

<u>Acknowledge Opposite Argument</u> *(Provide opposite argument to the writer position)* The author provides no counter-arguments
<u>Rebuttal</u> *(A disagreement to the opposite Argument with support)* The author provides no counter-arguments
PART C: CONCLUSION
RESTATE THESIS *(your own words)* Standardized testing is harmful and ineffective. It argues that standardized tests are not beneficial to students and instead benefit testing companies. The essay calls for educators to be trusted and for alternative assessments to be developed.
SUMMARIZE MAIN POINTS (your own words) Standardized testing is harmful and ineffective. It discusses the negative effects of standardized tests on students, teachers, and schools. The author argues that these tests are not beneficial and are biased against certain groups of students. Standardized tests cause teachers to focus on teaching to the test rather than fostering creativity and curiosity in their students. The author calls for an end to standardized testing and suggests alternative methods of assessment.

FINAL POINT
(Summarize the conclusion and give strong statement—memorable thought or call to action)

Standardized testing is harmful and hinders education. The author argues that it stifles creativity and critical thinking skills, and places too much emphasis on memorization. Additionally, standardized tests are biased and unfairly disadvantage low-income and minority students. The author proposes a number of solutions, including trusting educators and allowing them more freedom to design curriculum, and finding better alternatives to standardized tests.

Annotating, Planning, and Drafting

Before completing the outline, you need to ensure that
1. Read while highlighting the key words and the main ideas in each paragraph of the essay
2. Read and read again until you understand well
3. Take notes by follow the guideline for annotation that I explained you in the class
4. Provide an accurate, end-of-text citation for the article in APA style and give the URL for the website where the article is published (if you use additional sources).
5. A high grade for this paper depends how you convey your idea.

Steps to complete This Assignment
1. Read and annotate the selected article by taking some important notes from the article and write your own ideas / response.
2. Submit your annotation together with the original article and your outline.
3. Write a draft of summary based on your notes and your response from annotation.
4. Submit your first draft to get the feedback from your instructor
5. Write a complete summary by considering your instructor's feedback
6. Perform a full error editing for your final draft

Evaluation Criteria
Context
1. The introduction sets the context (time, period, people, place) of the issue addressed in the article and introduces the major factors involved.
2. The article and author are introduced with a correct signal phrase.
3. The thesis statement names a controlling idea that is the focus of your response to the ideas in the article.

Substance
1. Important details of the original article topic are explained and developed fully with sufficient examples in the summary.
2. Information is summarized and paraphrased accurately into your own words, not copied from the original.

3.   The essay provides an extended discussion in response to the points made in the original article, not just repeating the original.

Organization
1.   The summary is logically ordered and structured, and cohesion is maintained with linking words.
2.   Topic sentences and clear paragraphs guide the reader through the essay's the main points.
3.   The body paragraphs are developed to match the introduction and thesis.
4.   The response commentary follows the thesis in unified paragraphs with logical development and cohesion.

Style and Delivery
A URL link to the original source(s) is submitted with the paper along with an accurate and properly formatted APA or MLA citation of the article(s).

AVOIDS PLAGIARISM!
1.   In-text citations and signal phrases are properly used to tell the audience when a source is being paraphrased or referred to.
2.   Problems with grammar and mechanics are minimal and do not distract the reader.

Resources
1.   A current, credible news article on the topic – you select the article and provide the source information.
2.   Posted links on Schoology LMS to Finding sources; Citation; Summarizing and Paraphrasing; and Avoiding Plagiarism
3.   Unit 5 of the course materials.

Course Material: AWC Development Project Component 5 - Process-Based Assignment Prompt

Genre: Essay
Mode: Persuasive

Task Requirements
Choose one of these following topics:
1.   Privacy and data security on social media
2.   Sustainable living
3.   The importance of civic engagement

Your task is to write an persuasive essay of approximately 600-750 words about your chosen topic. Your essay should be supported by facts and data (background sources are needed).

Audience and Purpose
(Depend on each student's essay)

How to Complete This Assignment
1. Read the assignment sheet and use the evaluation criteria as your guide.
2. Pre-draft planning: Create a cluster diagram of your brainstorm and topic development (see the example on the last page of this sheet) and write an outline in accordance with your cluster diagram. (15%)
3. Write the first draft, revise it, then do peer back to improve your essay.
4. Submit your first draft (45%).
5. After getting feedback from the instructor, carefully revise and edit your draft accordingly to best improve it.
6. Submit the revised final draft on July 16, 2022 to your own account of Schoology (40%)

Assignment Sheet

Topic:
Stance:

I. Cluster Diagram

In this section, draw a fishbone and write down the important point that related with the position you took towards the topic.

II. Research

In this section, you will put down the result (with points, long paragraph, or however you like) of your research including statements and data you have found to support your position toward related topic.

III. Outline
In this section, you are required to make an outline of your persuasive essay.

IV. Drafting
Write your first draft of your argumentative essay based on data and statement on the previous sections.

Planning and Drafting
What you must do in this stage are:

1. Brainstorm as much as you can about your chosen topic and generate a cluster diagram. Write what current events that the audience need to know regarding the issue; what are the importance of the issue; who were involved in the issue, how did the event impact directly or indirectly to audiences; and so on. After making a cluster diagram, then select some or all the prominent elements in the diagram to create an outline. Draft your topic sentences and thesis statement. The documents of Cluster Diagram and the Outline are both submitted as pre-planning ones and they will be scored.

2. Develop your draft based on your outline. You must make sure that your thesis statement has a controlling idea. Each paragraph contains a topic sentence and clear supporting details. In developing your content, provide with examples and explanations. You can use some applications like grammar checker or word processor to improve your grammar use and formats of the draft before being submitted.

Research

In this stage you need to conduct thorough research to gather evidence that supports your thesis and complete the gap in your cluster diagram. You may already have determined your position, therefore gather credible sources like indexed scholarly articles, reputable news outlets, and official government data to support your argument. If you have not yet determined your position, look for more related article to improve your understanding of related subjects.

Evaluation Criteria

The total grade for this Major Assignment #1 is made up of several steps which include your brainstorm, outline, early drafts, revised draft, error corrections, and the final draft. If you cannot fulfil the requirements in each step such as missing any step or doing the task late, then your grade will be lowered. A complete paper contains your own writing and meets the following criteria.

Context

1. A thesis statement should have a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay.

2. The introduction should set the context of the topic and attracts the audience's interest.

Content and Substance

1. The supporting points are relevant to explaining each of the points.

2. The development includes description, details, explanations, and specific examples of the event. If necessary, you can write direct quotation from the dialogue.

Organization

1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis.

2. Ideas within each paragraph are developed logically, from general statement to specific details.

3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic, and can be as transitional sentence.
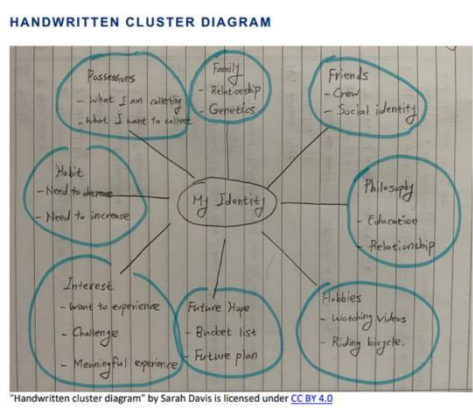
Language
1. To improve the correctness of grammar use, please proofread with your peers and carefully edit it.
2. Avoid making too many grammar mistakes, misspelling, incorrect word choice, and the other technical problems of your writing organization which can distract the audience.

Style
1. Write your identity on the document of your essay which cover your name, students' number, course and instructor, assignment name, and date.
2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.

The Example of a Cluster Diagram

"Handwritten cluster diagram" by Sarah Davis is licensed under CC BY 4.0

Course Material: AWC Development Project Component 6 - Map Model

Task Requirement

Complete the following table based on you essay from the previous section

Title:	
Audience	
Claim thesis	
Background context	
Support Evidence	
Final Point	

Criterion	Description	Excellent (10 points)	Good (7 points)	Fair (4 points)
Context	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic and attracts the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic and attracts the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction sets the context of the topic, *but it does not attract* the audience's interest.	1. A thesis statement has a controlling idea that introduces the aspects of the topic you want to discuss in the body of your essay. 2. The introduction *does not set* the context of the topic *nor* attract the audience's interest.
Content	1. The supporting points are relevant to explaining each of the points. 2. The development includes description, details, explanations, and specific examples of the event.	1. The supporting points are relevant to explaining each of the points. 2. The development includes description, details, explanations, and specific examples of the event.	1. The supporting points are relevant to explaining each of the points. 2. The development includes description, details, explanations, *but it does not include* specific examples of the event.	1. The supporting points are relevant to explaining each of the points. 2. The development *does not include* description, details, explanations, and specific examples of the event.
Organization	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph reinforces the main idea, leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph are developed logically, from general statement to specific details. 3. A concluding statement in each paragraph *does not clearly reinforce* the main idea nor leaves the reader thinking about the topic.	1. Each supporting point has a topic sentence and is related to the controlling idea of the thesis. 2. Ideas within each paragraph *are not developed* logically, from general statement to specific details. 3. A concluding statement in each paragraph *does not reinforce* the main idea nor leave the reader thinking about the topic.
Language	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. Problems with grammar mistakes, misspelling, incorrect word choice, and punctuation are	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. Problems with grammar mistakes, misspelling, incorrect word choice, and punctuation are	1. Proof reading and editing are carefully done to improve the correctness of grammar use. 2. There are some problems with grammar mistakes, misspelling, incorrect word choice, and	1. Proof reading and editing are less carefully done, so that this bothers the correctness of grammar use 2. There are many problems with grammar mistakes, misspelling, incorrect

Criterion	Description	Excellent (10 points)	Good (7 points)	Fair (4 points)
	minimal and do not distract the audience.	minimal and do not distract the audience.	punctuation which can distract the audience.	word choice, and punctuation distract the audience.
Style	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document is formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers, but *it does not refer* to APA style.	1. The document has a full heading which covers the student's name, number, course and instructor, assignment, and date. 2. The document *is not* formatted correctly in terms of font, margins, line spacing, paragraph (indent / block), capitalization, title, and page numbers. Refer to APA style.

Course Syllabus: AWC Development Project Component 8 - Course Description

This course is intended to prepare undergraduate EFL students of English Department, FTIK UIN Sayyid Ali Rahmatullah for success in composing academic writing. Students who can succeed in this course are allowed to take Creative Writing offered in the following semester. This course covers active reading and writing and a range of activities which support you to be able to write academic writing, such as essay of some kinds. The assignments are designed to teach you text patterns, genre conventions, writing process steps, vocabulary, grammar, and document design that are essential to academic success.

WRITING ESSAYS:

The Road to Writing Papers for Publication

The book discusses various writing techniques for publication purposes. In particular, this book contains tips for writing narrative, description, explanation, and persuasion texts.

This book provides practical guidance for students on how to compose effective sentences, choose the right words, and build interesting story line. Each technique is equipped with concrete examples that make it easier for readers to understand the concept and immediately apply it in their writing. With in-depth discussion and systematic steps, this book is suitable for beginner writers and those who want to hone their writing skills for various purposes, such as articles, essays, short stories, and scientific works.