

# Essay Writing

Students Guide Book

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# **Essay Writing**

## **Students Guide Book**

## UU No. 28 Tahun 2014 tentang Hak Cipta

### **Fungsi dan sifat hak cipta Pasal 4**

Hak Cipta sebagaimana dimaksud dalam Pasal 3 huruf a merupakan hak eksklusif yang terdiri atas hak moral dan hak ekonomi.

### **Pembatasan Pelindungan Pasal 26**

Ketentuan sebagaimana dimaksud dalam Pasal 23, Pasal 24, dan Pasal 25 tidak berlaku terhadap:

- i. penggunaan kutipan singkat ciptaan dan/atau produk hak terkait untuk pelaporan peristiwa aktual yang ditujukan hanya untuk keperluan penyediaan informasi aktual;
- ii. penggandaan ciptaan dan/atau produk hak terkait hanya untuk kepentingan penelitian ilmu pengetahuan;
- iii. penggandaan ciptaan dan/atau produk hak terkait hanya untuk keperluan pengajaran, kecuali pertunjukan dan fonogram yang telah dilakukan pengumuman sebagai bahan ajar; dan
- iv. penggunaan untuk kepentingan pendidikan dan pengembangan ilmu pengetahuan yang memungkinkan suatu ciptaan dan/atau produk hak terkait dapat digunakan tanpa izin pelaku pertunjukan, produser fonogram, atau lembaga penyiaran.

### **Sanksi Pelanggaran Pasal 113**

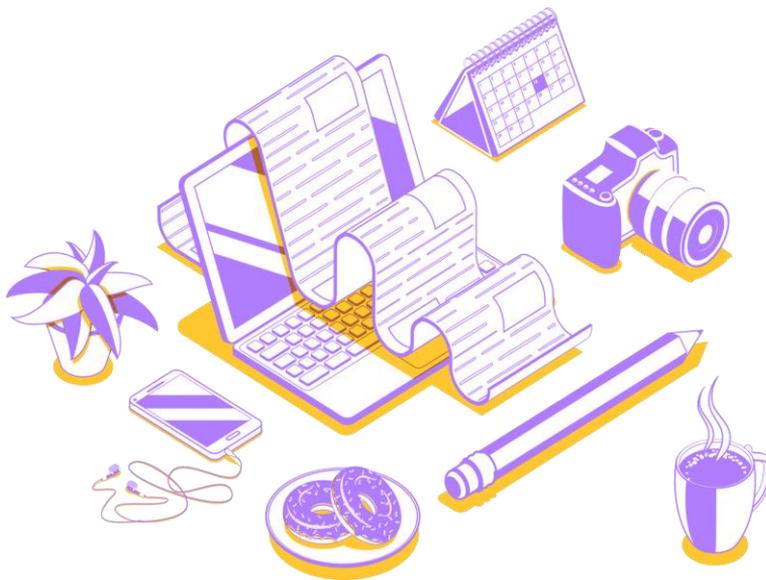
1. Setiap orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000 (seratus juta rupiah).
2. Setiap orang yang dengan tanpa hak dan/atau tanpa izin pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).



PT Insan Cendekia  
Mandiri Group

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**Essay Writing; Students Guide Book**

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## Foreword

In the industrial revolution era 4.0 to 5.0, the government issued various policies aimed at improving the quality of human resources, both teacher resources, and graduate resources, especially in universities. One of the policies releases the integration of technology in education. The competitiveness of graduates is the concern of universities so that graduates can compete globally in this technological era. Thus, as an educator, teachers should always improve their quality to be able to design innovative and fun learning to achieve Learning Outcomes by utilizing technology.

The development of teaching materials that are suitable for the needs of students is very necessary so that students can improve their quality to become individuals who have 21st-century skills, namely active, creative, innovative, independent, critical, and collaborative. To make it happen, the right role of ICT (Information Communication Technology) is needed. In this case, the development of teaching materials is designed based on Project-Based Learning through Padlet for teaching Essay Writing. This teaching material was developed to help students to be able to learn independently using the Project-Based Learning Method and assisted by the integration of AI (Artificial Intelligence) in producing well-developed essays. The teaching material through Padlet is presented in a variety of forms, including videos, PNGs, quizzes, pdf, links, and others.



The writer hopes that the developed teaching materials can help lecturers and students in the Teaching and Learning Process of Essay Writing in interesting and innovative ways. Therefore, the digital tools provided can be utilized to maximize the quality of learning to achieve learning goals.

Padang, 01 November 2023

Author,

**Arimuliani Ahmad**





# Chapter 1

## Introduction

In the era of globalization and rapidly developing information technology, written communication skills in English have become one of the key skills that are very necessary. Especially in the world of higher education and the world of work. One form of improving effective writing skills is through the use of project-based learning projects (Project-Based Learning) which enable students to develop their writing skills in a contextual and relevant way. Project-Based Learning has been proven to be a powerful and effective Learning Method in combining theory with practice, promoting creativity, and improving critical thinking skills. It also provides real problem-oriented learning experiences, which prepare students to face real-world challenges.

However, to achieve success in implementing project-based learning, appropriate guidance and teaching materials are needed. Therefore, this guidebook was developed to help students understand and master essay writing skills through a project-centered learning approach. In addition, to support interaction, collaboration, and presenting project results in an interesting way, this guidebook utilizes the latest technology, namely Padlet. Padlet



is a tool that allows students to share ideas, create projects together, and provide feedback in a manageable and accessible format.

In this guide, we will explore the concept of essay writing through the lens of Project-Based Learning and how Padlet can be a useful tool in supporting this learning. We hope this guidebook will be a valuable resource for students who want to develop their writing skills while engaging in projects that are meaningful and relevant to their major.

This Guide book discusses about activities that should be followed in learning Essay Writing course in sequence. These activities are designed by integrating PjBL learning syntax included project planning, project introduction, project implementation, project report and project assessment. All materials about this course are also presented on Padlet. By clicking the link of every lesson, students are able to learn everywhere and every time they need.

This teaching material is the learning designed to be applied online through e-learning (Padlet) which can be used by *synchronous* (direct) and *asynchronous* (indirect). All teaching materials include learning objectives, materials, assignments, and evaluations for one semester which have been presented in a structured manner on the main page of Padlet-assisted teaching materials which can be accessed via one click on the main page. This teaching material is designed to improve students' writing abilities collaboration skills and creativity in structured projects.

Furthermore, the material scope of the teaching materials developed is created by integrating course material Essay Writing



includes explanations and examples of essays that are appropriate to the subject matter in one semester. The writing techniques guided by this teaching material are project-oriented and assisted by AI (artificial intelligence). To support students' linguistic abilities, additional materials have been designed on varied basic gamification via Kahoot, videos via YouTube, and slides of PowerPoint. One advantage of using Padlet-assisted teaching materials is the ease of integrating various files and reading sources such as documents, videos, texts, sounds, links, PDFs, PPTs, and so on on one page.

The teaching materials developed are suitable for PjBL-based learning which is integrated with Padlet technology. This is appropriate because of the ease of documentation from time to time via the Padlet page so that the processes producing the project can be documented and reviewed easily. Students can share their investigative activities in the field, collaborate in writing, and discuss necessary matters on the Padlet-assisted teaching materials page too. Then, lecturers can also monitor the student project process virtually via the Meeting link or through virtual discussions on the Padlet-assisted teaching materials page.

In addition, pedagogical reinforcements and direct discussions regarding preparation for field investigations and data processing and elaboration can also be done by integrating Padlet pages with links of Zoom Meeting which is embedded directly on this material page and implemented in synchronous learning. At the end of the lesson, the final results of the project can also be published openly via Padlet which can be accessed anywhere in the



world just by sharing the link, so they will be more motivated to produce their best work.

In more detail, the novelties that can be assumed as advantages of this instructional material for essay writing based PjBL through Padlet are as follows:

1. Provides easy access to teaching materials for one semester in one click;
2. Makes it easy to open access to varied material according to user wishes;
3. Facilitate the process of writing in groups even though they are in different places;
4. Make it easy for students to carry out brainstorming to collect relevant ideas and check and revise writing with the help of AI.
5. Make it easy for students to do self-assessments, peer-assessments, and teacher corrective feedback;
6. It makes it easier for lecturers to check students' writing progress because the documentation system provided by Padlet is simply by typing keywords on the Padlet page;
7. Adapting Learning Methods that emphasize activities for students that do not only focus on cognitive abilities but also 21st-century skills;
8. Makes it easier for lecturers to check students for cheating in writing essays. This teaching material has material in varied forms so that it can avoid monotonous situations in one semester's learning.





# Chapter 2

## Teaching and Learning Process

Teaching and Learning Process of this course are carried out by following Project-based Learning through Padlet to achieve learning objectives of essay writing course. There are six lessons for 12 Meeting addressed along semester.

### A. Lesson 1 Introduction to Essay and Its Component



#### 1. Learning Outcomes

At the end of this lesson, you are expected to be able to:



1. Identify the definition and components of an essay
2. Explain the definition and components of an essay

## **2. Learning Method**

Project-based Learning

## **3. Media**

Padlet

<https://padlet.com/arimulianiahmad/EssayWritingLesson1>

## **4. Meeting**

Week 1-2

## **5. Teaching And Learning Proses**

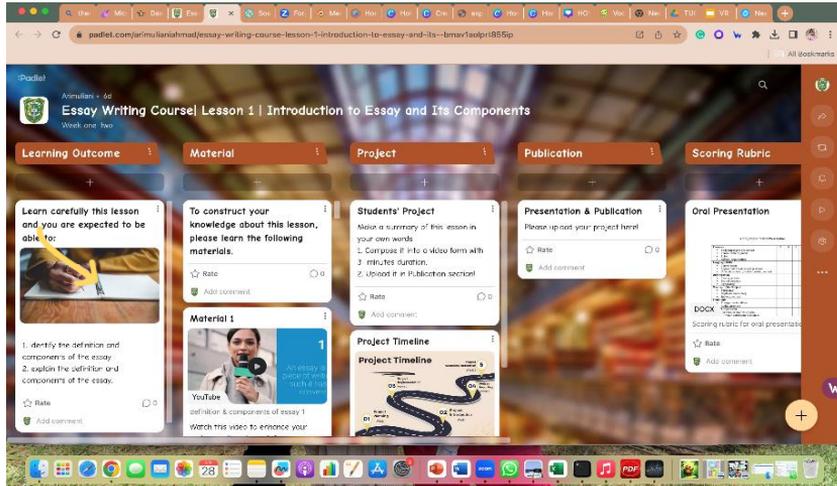
Please follow these activities to learn introduction to essay and its component in sequence!

### **Activity 1 Project Planning**

1. Learn carefully this lesson and you are expected to be able to:
  - a. Identify the definition and components of the essay
  - b. Explain the definition and components of the essay

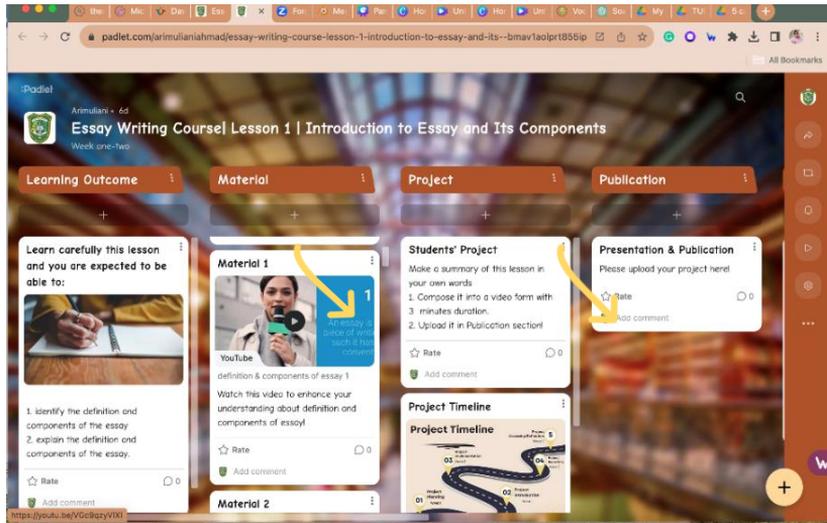
**(See the learning objectives section)**





- To construct your knowledge about this lesson, please learn material 1, material 2, material 3, and Vocabulary Building carefully.

**(See the material section)**



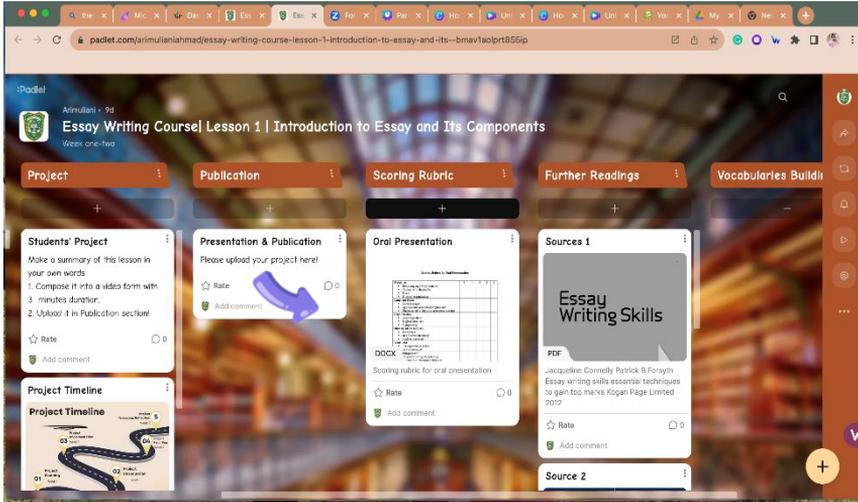
- You will learn this lesson by following the project timeline. Please follow it properly.

**See the project section above!**



## Activity 2 Project Introduction

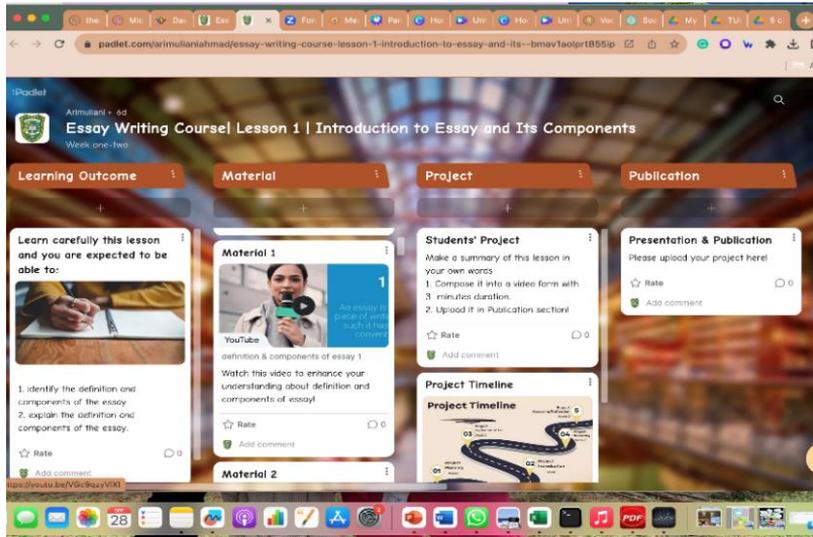
This lesson project is making a summary of this lesson by your own words. You need to create a summary project by composing a video presentation with 3 minutes duration. After that, you need to upload it on the publication section.



## Activity 3 Project Implementation

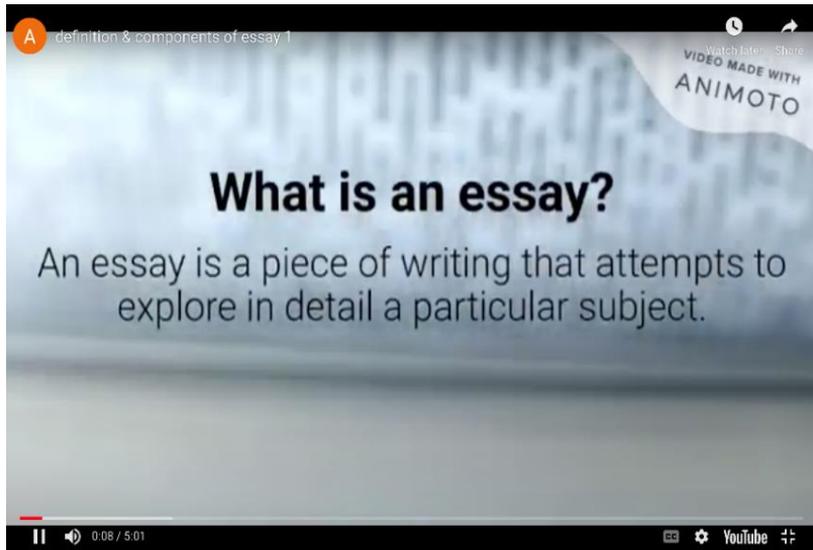
1. In this step, you need to do research about this lesson to guide you, you can access some material given under the material section.
2. Watch the video to enhance your understanding about definition and components of essay.
3. Here are some related words and concepts about introduction to essay and its components.  
**(See the vocabularies building section)**





## Material 1

<https://youtu.be/VGc9qzyVIXI>



## Material 2

A short piece of writing that presents a writer's perspective or argument on a particular topic. It is a literary form that allows writers to express their thoughts, ideas, and opinions



on a particular topic in a structured and coherent manner. Essays can vary in length and style, ranging from short, concise pieces to longer, more detailed compositions. Key characteristics of an essay include:

a. Thesis or main argument

An essay typically presents a central thesis or main argument that the author aims to support, explore, or discuss throughout the text.

b. Structure

Essays generally have a well-defined structure consisting of an introduction, body paragraphs, and a conclusion. This structure helps organize the content and guide the reader through the writer's ideas.

c. Focused topic

Essays focus on a specific topic or theme, and the content is tailored to provide insights, analysis, or opinions related to that topic.

d. Evidence and analysis

To support their thesis, authors often provide evidence, examples, facts, quotations, or other forms of information. They then analyze this evidence to explain its significance and relevance to their argument.

e. Coherence and flow

Well-written essays maintain a logical flow of ideas, with smooth transitions between paragraphs and sections. This enhances the reader's understanding and engagement.



f. Clarity and style

Essays should be written clearly and concisely, using appropriate language and style for the intended audience. The writing should be free from ambiguity and confusion.

g. Critical thinking

Essays often involve critical thinking, where authors analyze and evaluate different perspectives, theories, or concepts related to the topic.

h. Engagement

A compelling essay captivates readers' attention and keeps them engaged by addressing relevant issues, asking thought-provoking questions, or presenting unique insights.

i. Voice and perspective

Each essay reflects the author's voice and perspective. Whether formal or informal, academic or personal, the author's tone and style contribute to the essay's overall impact.

j. Purpose

Essays can serve various purposes, such as informing, persuading, entertaining, or reflecting. The purpose of the essay influences its content, tone, and approach.

Essays are a fundamental medium for communication and exploration of ideas, making them an integral part of academic, professional, and creative writing. They allow writers to convey their thoughts in a structured and



organized manner, making complex ideas accessible to readers. Vocabularies building, here are some related words and concepts about introduction to essay and its components:

a. Essay

A short piece of writing that presents a writer's perspective or argument on a particular topic.

b. Introduction

The opening part of an essay that provides background information, introduces the topic, and sets the tone for the rest of the piece.

c. Thesis Statement

A concise and clear statement that presents the main argument or point of the essay. It typically appears at the end of the introduction.

d. Hook

A captivating or interesting opening sentence or phrase that grabs the reader's attention and encourages them to continue reading.

e. Background information

Relevant information about the topic that helps readers understand the context and significance of the subject.

f. Scope

The boundaries or limits of the essay's topic. It defines what will and won't be discussed in the essay.



g. Purpose

The reason behind writing the essay-whether it's to inform, persuade, entertain, or analyze.

h. Overview

A brief summary of the main points or arguments that will be covered in the essay.

i. Transition

Words or phrases that help guide the reader smoothly from one idea or section to another within the essay.

j. Context

The broader circumstances, historical background, or cultural setting that provides a framework for understanding the topic.

k. Rhetorical question

A question asked for effect or emphasis, which doesn't require an answer but encourages readers to think about the topic.

l. Anecdote

A short and interesting story or personal experience that relates to the topic and engages the reader.

m. Purpose statement

A sentence that explains the essay's purpose, often closely related to the thesis statement.

n. Engagement

The act of capturing the reader's interest and making them invested in the essay's content.



- o. Attention-getter  
Similar to a hook, this is a technique or element used to grab the reader's attention at the beginning of the essay.
- p. Orientation  
Providing the reader with enough information to understand the context and direction of the essay.
- q. Overview of components  
Introducing the different sections or parts of the essay that will be elaborated on in subsequent paragraphs.
- r. Setting the stage  
Preparing the reader for the content that follows by establishing the context and importance of the topic.
- s. Predictive statement  
A statement that forecasts what the reader can expect to encounter in the rest of the essay.
- t. Bridge  
Connecting the introduction to the main body of the essay, often by linking the introductory ideas to the thesis statement and the upcoming arguments.
- u. Feel free to use these terms to create engaging discussions and activities in your lesson about essay introductions and their components.
- v. Introduce  
Begin or present the essay's topic.
- w. Craft  
Skillfully create and structure the essay's content.

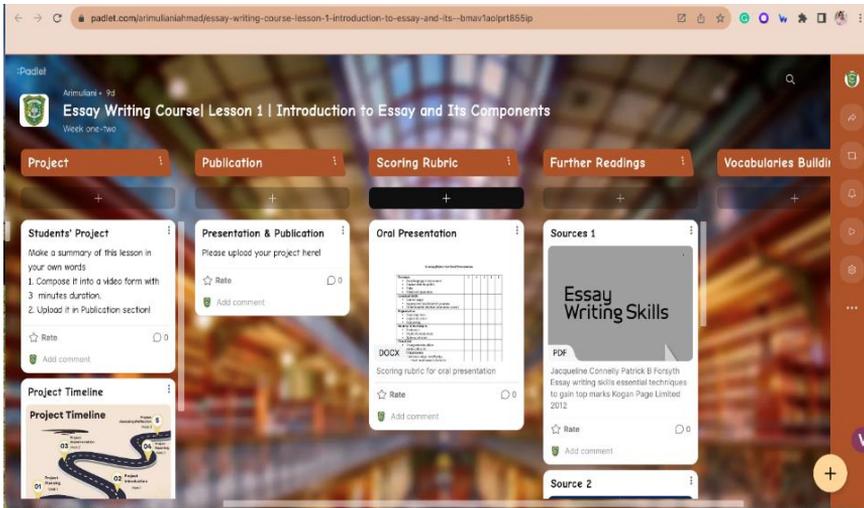


- x. Argue  
Present a viewpoint and provide reasons to support it.
- y. Incorporate  
Include ideas or evidence from various sources.
- z. Analyze  
Examine in detail the components or ideas in the essay.
- aa. Develop  
Expand upon and elaborate the main points of the essay.
- bb. Convey  
Communicate concepts and ideas effectively.
- cc. Synthesize  
Combine different elements or sources to form a coherent whole.
- dd. Refine  
Improve and polish the essay's content and structure.
- ee. Persuade  
Convince the reader of a particular argument or viewpoint.
- ff. Connect  
Establish relationships between different ideas within the essay.
- gg. Engage  
Capture and maintain the reader's interest throughout the essay.



## Activity 4 Project Report

After completing your project, you must upload it by the deadline on the project timeline under the publication section. This project is a presentation video.

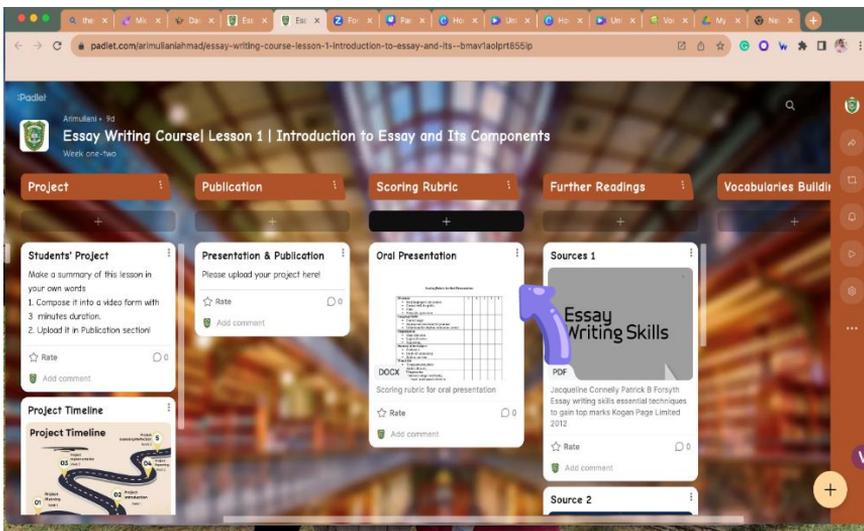


The screenshot shows a Padlet board titled "Essay Writing Course Lesson 1 | Introduction to Essay and Its Components". The board is organized into five main sections: "Project", "Publication", "Scoring Rubric", "Further Readings", and "Vocabularies Building".

- Project:** Contains a "Students' Project" card with instructions: "Make a summary of this lesson in your own words", "1. Compose it into a video form with 3 minutes duration.", and "2. Upload it in Publication section!". It also includes a "Project Timeline" card showing a progress bar.
- Publication:** Contains a "Presentation & Publication" card with the instruction "Please upload your project here!" and a "Rate" button.
- Scoring Rubric:** Contains an "Oral Presentation" card with a table for scoring. The table has columns for "Criteria", "Excellent", "Good", "Fair", and "Poor". The rows include "Content", "Organization", "Delivery", and "Language Use". Below the table is a "DOCX" file titled "Scoring rubric for oral presentation" and a "Rate" button.
- Further Readings:** Contains a "Sources 1" card with a PDF titled "Essay Writing Skills" by Jacqueline Connolly Patrick & Forsyth. The text describes the book as "Essays writing skills essential techniques to gain top marks Kogan Page Limited 2012". It also includes a "Rate" button.
- Vocabularies Building:** Contains a "Source 2" card.

## Activity 5 Project Assessment

Your project will be assessed through scoring rubric under the scoring section.



This screenshot is identical to the one above, showing the same Padlet board. A blue arrow is added, pointing to the "Scoring Rubric" section, specifically to the "Oral Presentation" card and its associated scoring table and DOCX file.



Scoring rubric of oral presentation:

	5	4	3	2	1
<b>Presence</b> <ul style="list-style-type: none"> <li>• Body language &amp; eye contact</li> <li>• Contact with the public</li> <li>• Poise</li> <li>• Physical organization</li> </ul>					
<b>Language Skills</b> <ul style="list-style-type: none"> <li>• Correct usage</li> <li>• Appropriate vocabulary &amp; grammar</li> <li>• Understandable (rhythm, intonation, accent)</li> </ul>					
<b>Organization</b> <ul style="list-style-type: none"> <li>• Clear objectives</li> <li>• Logical structure</li> <li>• Signposting</li> </ul>					
<b>Mastery of the Subject</b> <ul style="list-style-type: none"> <li>• Pertinence</li> <li>• Depth of commentary</li> <li>• Spoken, not read</li> </ul>					
<b>Visual Aid</b> <ul style="list-style-type: none"> <li>• Transparencies, slides</li> <li>• Audio, video, etc</li> </ul>					
<b>Overall Impression</b> <ul style="list-style-type: none"> <li>• Very interesting/ very boring</li> <li>• Pleasant/ unpleasant to listen to</li> <li>• very good/ poor communication</li> </ul>					
<b>Total</b>					

Total score \_\_\_\_/30



## B. Lesson 2 Grammar Application to Writing



### 1. Learning Outcomes

At the end of this lesson, the students are expected to be able to implement the grammar components to construct complex sentence with one to multiple clauses.

### 2. Learning Method: Project-based Learning

### 3. Media: Padlet

<https://padlet.com/arimulianiahmad/EssayWritingLesson2>

### 4. Meeting: week 3-4

### 5. Teaching and Learning Process

Please follow these activities to learn introduction to essay and its component in sequence!

#### Activity 1 Project Planning

1. At the end of this lesson, you are expected to be able to:



Implement the Grammar components to construct complex sentence with one to multiple clauses.

**(See learning objective column)**

2. To construct your knowledge about this lesson, please learn relevant materials.

**(See the material section)**

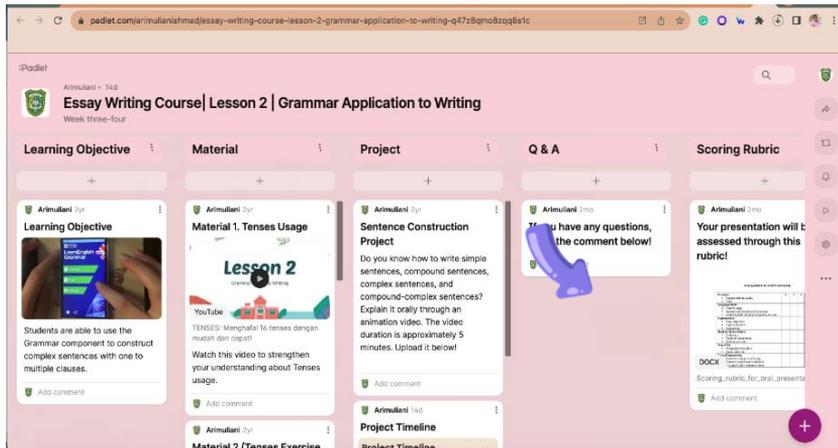
The screenshot shows a Padlet board for an 'Essay Writing Course | Lesson 2 | Grammar Application to Writing'. The board is divided into five columns: Learning Objective, Material, Project, Q & A, and Scoring Rubric. The Learning Objective column contains a post by Arimulani Zyr stating 'Students are able to use the Grammar component to construct complex sentences with one to multiple clauses.' The Material column includes 'Material 1. Tenses Usage' with a YouTube video thumbnail and 'Material 2 (Tenses Exercise)'. The Project column features a 'Sentence Construction Project' post asking students to explain grammar concepts orally through an animation video. The Q & A column has a post: 'If you have any questions, leave the comment below!'. The Scoring Rubric column shows a table for assessing presentations.

## Activity 2 Project Introduction

In this lesson, you will learn through creating a project. Consider about these questions below:

1. Do you know how to write simple sentences, compound sentences, complex sentences, and compound-complex sentences?
2. Explain it orally through an animation video. The video duration is approximately 5 minutes. Upload it under the project section!





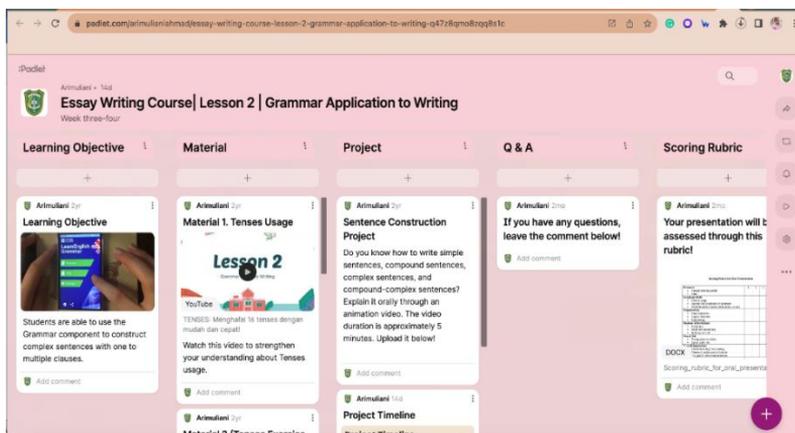
### Activity 3 Project Implementation

In this step, you need to do research about this lesson. To guide you, you can access some material given under the material section.

1. Watch this video to strengthen your understanding about Tenses usage.
2. Play this Kahoot to enhance your understanding of Tenses Usage.

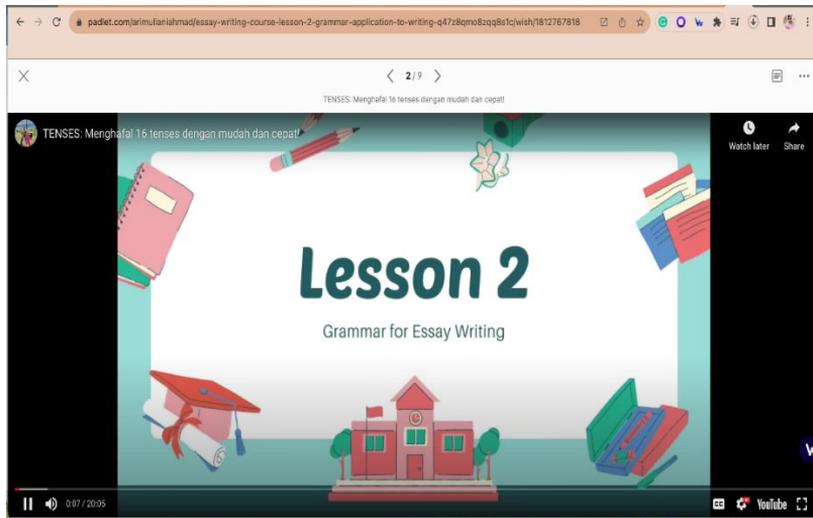
Game PIN: 01724871

**(See the material section)**



## Material 1

<https://youtu.be/oHhTMUM6WOU>



## Material 2

<https://create.kahoot.it/share/sentence-type/b993c897-12a3-44a0-9e9b-b88c36a7c13f>

### Questions:

- The sun often \_\_\_\_\_ in London, [shine]
- You are late. Where \_\_\_\_\_? [you/go]
- What time \_\_\_\_\_? [the bus/leave]
- John \_\_\_\_\_ (go) to Finland last year, but he \_\_\_\_\_ [like] it.
- The world \_\_\_\_\_ (see) a massive shift in transport and tourism in the last decade.
- Cruise ships \_\_\_\_\_ [cross] the Atlantic with the majority of people before air travel became so affordable.
- (Present continuous, past continuous or present perfect continuous), What \_\_\_\_\_ (do)? You look exhausted!



- h. Can you help me with my homework? No, I \_\_\_\_\_ TV [watch]
- i. The number of people taking up extreme sports \_\_\_\_ (increase) since the early 1990s.
- j. Last month I \_\_\_\_\_ (have) acting lessons but I had to stop when I lost my voice.
- k. They \_\_\_\_\_ [walk] in the countryside when suddenly it started to rain.
- l. I don't like the book that I \_\_\_\_\_ (read) at the moment.
- m. Newspapers and magazines \_\_\_\_\_ (respect) the privacy of celebrities more than they does nowadays.
- n. As a child I loved playing the violin and I \_\_\_\_ [dream] of being a well-known musician.
- o. Until the 1990s, footballers \_\_\_\_ [not earn] such large salaries and they didn't use to be so famous.
- p. Before working in television, I always think that celebrities were special people, but now I know many of them are normal
- q. The photographers \_\_\_\_\_ [wait] hours for the stars to arrive at the 2010 Oscar ceremony.
- r. I've made a revision timetable for the next month. I \_\_\_\_\_ study hard for this exam!
- s. In the future, I think more people study courses online.
- t. Alejandro has failed many of his exams, so I don't think he \_\_\_\_ be able to go to university this year.
- u. No, I \_\_\_\_ let you borrow my calculator. I need it for the next exercise.



v. The school year \_\_\_\_\_ (start) on September.

### 3. Vocabularies building

Here are 50 common verbs used in daily school conversations, along with their present, past, and past participle forms, as well as their meanings:

- a. Ask-asked-asked (to inquire or request information)
- b. Answer-answered-answered (to respond to a question)
- c. Study-studied-studied (to learn or review a subject)
- d. Learn-learned/learnt-learned/learnt (to acquire knowledge)
- e. Teach - taught - taught (to instruct or educate)
- f. Read - read - read (to interpret written words)
- g. Write - wrote - written (to compose text)
- h. Listen - listened - listened (to hear attentively)
- i. Speak - spoke - spoken (to communicate verbally)
- j. Understand - understood - understood (to comprehend)
- k. Explain - explained - explained (to clarify or make clear)
- l. Review - reviewed - reviewed (to examine or go over)
- m. Practice - practiced/practised - practiced/practised (to rehearse)
- n. Attend - attended - attended (to be present at)
- o. Participate - participated - participated (to take part in)
- p. Complete - completed - completed (to finish)
- q. Assign - assigned - assigned (to designate a task)

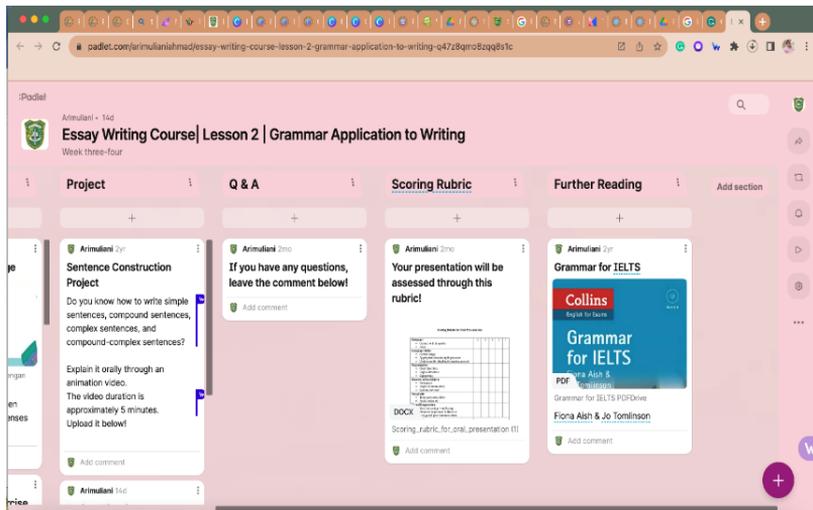


- r. Solve - solved - solved (to find a solution)
- s. Question - questioned - questioned (to inquire)
- t. Revise - revised - revised (to make changes for improvement)
- u. Remember - remembered - remembered (to recall from memory)
- v. Forget - forgot - forgotten (to fail to remember)
- w. Achieve - achieved - achieved (to reach a goal)
- x. Fail - failed - failed (to be unsuccessful)
- y. Improve - improved - improved (to make better)
- z. Join - joined - joined (to become a member of)
- aa. Drop - dropped - dropped (to let fall)
- bb. Pick - picked - picked (to choose or select)
- cc. Arrange - arranged - arranged (to put in order)
- dd. Prepare - prepared - prepared (to make ready)
- ee. Organize-organized-organized (to arrange systematically)
- ff. Copy - copied - copied (to duplicate)
- gg. Submit - submitted - submitted (to hand in)
- hh. Calculate - calculated - calculated (to compute)
- ii. Measure-measured-measured (to determine size/quantity)
- jj. Compare-compared-compared (to examine similarities/differences)
- kk. Contrast-contrasted-contrasted (to show differences)



- ll. Discuss - discussed - discussed (to talk about)
- mm. Present - presented - presented (to show or introduce)
- nn. Report - reported - reported (to give an account)

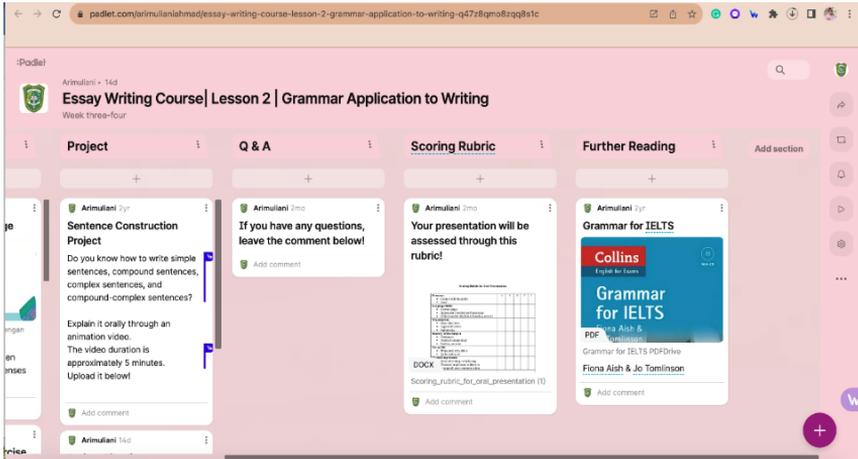
These verbs cover a wide range of actions and activities commonly encountered in school-related conversations and tasks. Sharpen your understanding by reading relevant sources (see the further reading section).



### Activity 4

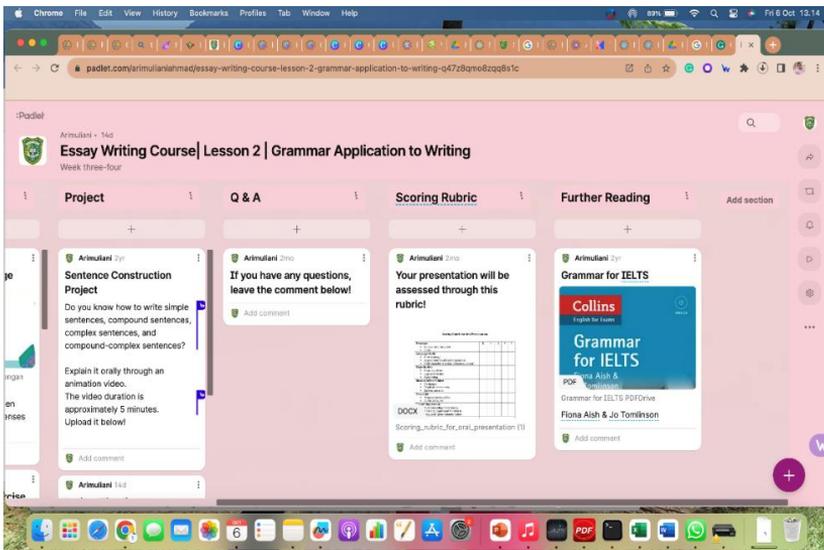
This project is a presentation video. You need to create an animation video about how to write simple sentences, compound sentences, complex sentences, and compound-complex sentences? The video duration is approximately 5 minutes. After that, you should upload it under the project section by clicking an “+” button.





## Activity 5

Your project will be assessed through the following scoring rubric (see the scoring rubric section).



## Scoring rubric of oral presentation

<b>Presence</b> <ul style="list-style-type: none"> <li>Contact with the public</li> <li>Poise</li> </ul>	5	4	3	2	1



<b>Language Skills</b> <ul style="list-style-type: none"> <li>• Correct usage</li> <li>• Appropriate vocabulary &amp; grammar</li> <li>• Understandable (rhythm, intonation, accent)</li> </ul>					
<b>Organization</b> <ul style="list-style-type: none"> <li>• Clear objectives</li> <li>• Logical structure</li> <li>• Signposting</li> </ul>					
<b>Mastery of the Subject</b> <ul style="list-style-type: none"> <li>• Pertinence</li> <li>• Depth of commentary</li> <li>• Spoken, not read</li> </ul>					
<b>Visual Aid</b> <ul style="list-style-type: none"> <li>• Transparencies, slides</li> <li>• Audio, video, etc</li> </ul>					
<b>Overall Impression</b> <ul style="list-style-type: none"> <li>• Very interesting/ very boring</li> <li>• Pleasant/ unpleasant to listen to</li> <li>• very good/ poor communication</li> </ul>					
<b>Total</b>					



## C. Lesson 3 Argumentative Essay



### 1. Learning Outcomes

At the end of this lesson, the students are expected to be able to understand and create argumentative essays appropriately and critically.

### 2. Learning Method: Project-based Learning

### 3. Media: Padlet

<https://padlet.com/arimulianiahmad/EssayWritingLesson3>

### 4. Meeting: week 5-6

### 5. Teaching and Learning Process

Please follow these activities to learn introduction to essay and its component in sequence!

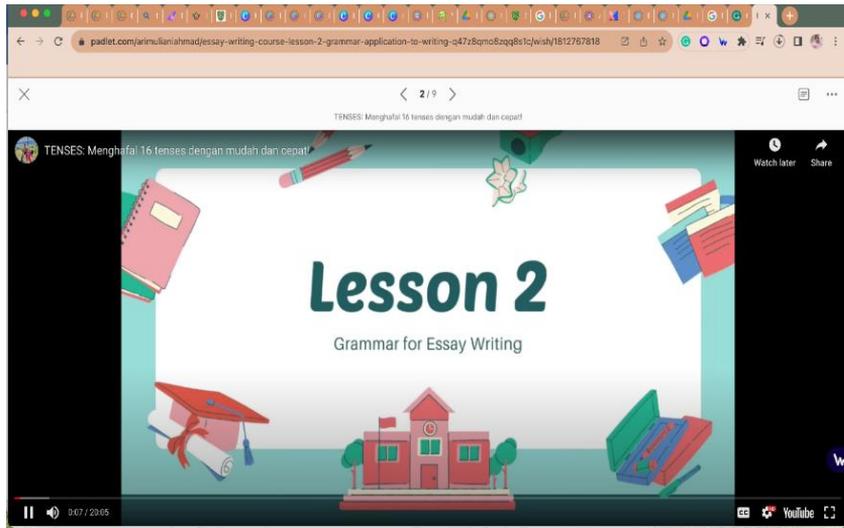
#### Activity 1 Project Planning

At the end of this lesson, you are expected to be able to:

1. Understand the concept of Essay Writing appropriately
2. Create Argumentative essays

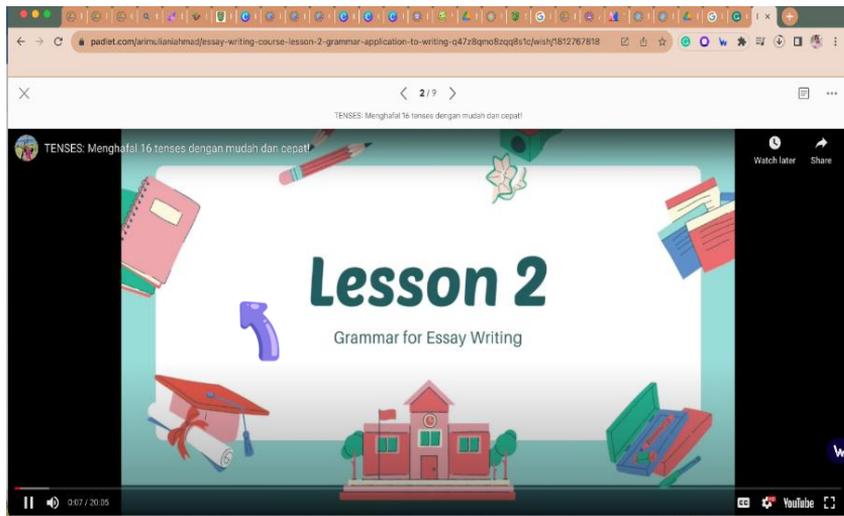
**(See the learning objectives section)**





3. Please access the link below to learn about argumentative essay.

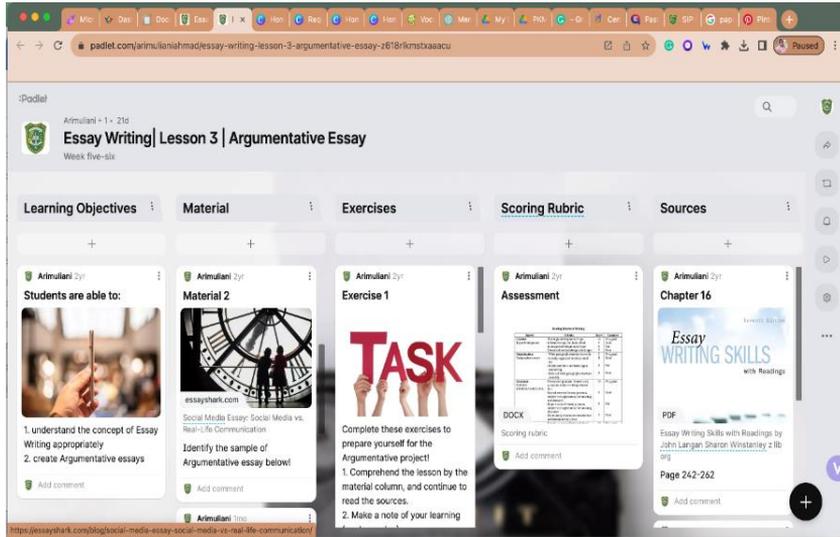
**(See the material section)**



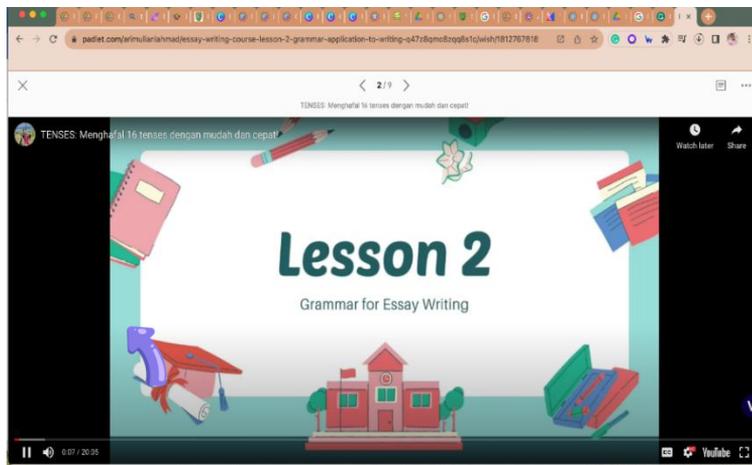
4. Identify the sample of argumentative essay below.

**(See the material section)**





5. Complete these exercises to prepare yourself for the argumentative project:
  - a. Comprehend the lesson by the material section, and continue to read the sources!
  - b. A note of your learning (poster or doc)!



Material 1

<https://youtu.be/GcTkHHjl7U4?si=IC8PEmF3msrnciha>



The screenshot shows a YouTube video player with a presentation slide. The slide title is "Methods of Introduction" in purple, with a subtitle "Striking or Dramatic Approaches" in pink. A large number "04" is in the top right. The main text on the slide reads: "Use a quotation. A quotation can be something you have read in a book or article. It can also be something that you have heard: a popular saying or proverb ('never give advice to a friend'), a current or recent advertising slogan, or a favourite expression used by friends or family. Remember to give the source for your quotation because you are adding someone else's voice to your own." Below this, a smaller text block discusses Canadian hip-hop artists like K-O5, Devon, and Maestro Fresh Wes, mentioning Celine Dion's "Unison" and Frankie Fudge's rap.

YouTube logo and search bar are visible at the top. The video player controls at the bottom show a progress bar at 8:31 / 11:39 and various icons for play, volume, and settings.

Argumentative Essay 1

Material 2 (sample of argumentative essay)

Can social media destroy real-life communication?

### Introduction

As humanity progresses, the way people communicate changes as well, with every year becoming easier and more effective. First, there was post-crossing, then phones were invented, and now, when almost all people have access to the internet, social media is used in order to not only communicate internationally, but also within short distances.

### Social Media as a threat of real-life communication



With growing popularity of platforms like Twitter, Instagram, Facebook, and other messaging apps, some started to argue that real-life communication is on the edge of extinction. It is especially dangerous for those who are already growing up using social media. On the other hand, people also suggest that online communication is only improving the state in which people live in, and it is just a matter of time when there will be achieved a great balance between real-life and online communication. What is sure to say is that social media has definitely affected face-to-face interaction in a lot of cases, yet it is up for anyone to make their own decision if this influence is negative or positive.

### **The impact of online communication on verbal skills and emotional intelligence**

One of the arguments against excessive use of texting and online communication is the fact that children will not be able to develop verbal skills and emotional intelligence. Dr. Kate Roberts, a Boston-based school psychologist, is an owner of such an opinion, and she blames technologies on the increasing amount of people who have problems with face-to-face communication, saying that “it is like we have lost the skill of courtship and the ability to make that connection” (Johnson). She is also highly concerned about children’s brains changing because they use an easier method of communication, through online Media. Yet, some parents are already taking action by limiting the time that



their kids spend online, so this problem might be more about good parenting, than about how destructive Instagram and Facebook are.

### **The effect on real-life friendships and social circles**

Some also argue that social media is harming friendships people have in real life. Some studies speculate that a human brain can only handle a friendship with a limited amount of people, about 150 people to be exact (Chesak), which could resonate negatively with social Media's friend groups having no limits. Due to the excessive number of friends online to communicate with, people could find themselves having not enough time or energy to spend on real-life friends.

### **The influence of social media on language skills**

These are not the only negative consequences of increasing use of social media. People who text tend to use verbal language less, which could decrease language skills and make it harder to build a structurally correct sentence ("The Negative Impacts of Social Media on Face-to-Face Interactions"). What also needs to be addressed is an increasing problem with social Media addiction, which might be more harmless than smoking or drinking, yet it still profoundly impairs the quality of life, and makes it harder to not only communicate in real life, but also perform other essential actions like working, driving, or even eating.



## **Public opinion on the use of social media for communication**

Ordinary people tend to have different opinions even when they are not considering scientific studies, though it is evident that the most popular belief is that online communication is, in fact, harming real-life communication. To the question of whether social media destroys real human relationships, eighty percent of the people on *Debate.org* answered “yes,” and only twenty percent chose “no” (“Does Social Media Destroy Real Human Relationships?”). People are sharing their opinions that using phones makes people ignore what is happening around them, and online interaction cannot replace face-to-face communication.

## **Conclusion**

There are quite a lot of reasons why people think that social media is affecting real-life communication negatively, yet it has not destroyed it. As it is, for now, people use social media as one of the tools to communicate, and the time when social media will entirely replace face-to-face interaction has not come yet, and it probably will never come, if people try hard enough.

## 6. Vocabularies building



Transitional words and phrases are essential for maintaining a smooth and coherent flow in an argumentative essay. They help connect ideas, introduce evidence, and guide the reader through your argument. Here are some transitional words and phrases categorized by their functions:

Introducing the argument:

- a. Firstly;
- b. To begin with;
- c. In the first place;
- d. Initially;
- e. First and foremost;
- f. At the outset.

Adding Information:

- a. Furthermore;
- b. Moreover;
- c. Additionally;
- d. In addition;
- e. Not only, but also;
- f. Equally important.

Presenting examples and evidence:

- a. For example;
- b. For instance;
- c. Specifically;
- d. In particular;



- e. To illustrate;
- f. As evidence.

Contrasting Ideas:

- a. However;
- b. On the other hand;
- c. Conversely;
- d. Nevertheless;
- e. Although;
- f. Despite this;
- g. In contrast.

Showing cause and effect:

- a. Therefore;
- b. Thus;
- c. Consequently;
- d. As a result;
- e. Because of this;
- f. Accordingly.

Emphasizing a point:

- a. Indeed;
- b. In fact;
- c. Certainly;
- d. Undoubtedly;
- e. Clearly;
- f. Of course.



Summarizing or concluding:

- a. In conclusion;
- b. To sum up;
- c. To summarize;
- d. Ultimately;
- e. In brief;
- f. To conclude;
- g. All in all.

Transitioning to counterarguments:

- a. However;
- b. Nonetheless;
- c. On the contrary;
- d. It could be argued;
- e. Some may argue;
- f. Others contend.

Providing alternative views:

- a. Alternatively;
- b. On the flip side;
- c. Conversely;
- d. In another perspective;
- e. In contrast to this;
- f. Others believe.

Emphasizing importance:



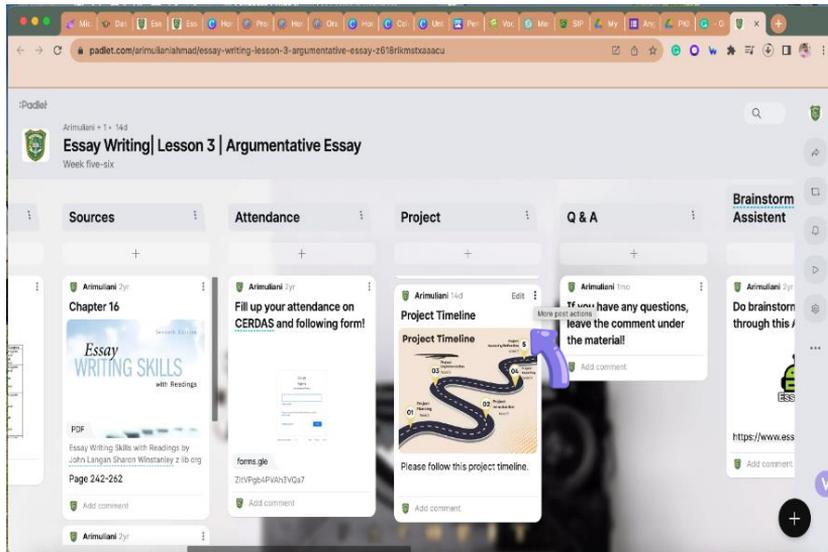
- a. Above all;
- b. Notably;
- c. Significantly;
- d. Importantly;
- e. Most importantly;
- f. Crucially.

Time sequencing:

- a. Meanwhile;
- b. Simultaneously;
- c. Subsequently;
- d. Afterwards;
- e. Next;
- f. Then.

Using these transitional words and phrases effectively in your argumentative essay will improve the overall clarity and coherence of your writing, making it easier for your readers to follow your argument and reasoning. Please follow the project timeline below to match the activities that should be accomplished every Meeting.





## Activity 2 Project Introduction

You are expected to learn this topic through creating a project. The project is an argumentative essay. Choose one of the following topics below and develop it into the argumentative essay **(see the project section)**.

1. Children should study at least one foreign language;
2. The first priority for government spending should be education;
3. Modern technology will never replace the book;
4. Learning about the past has no value for us today;
5. Not every important lesson in life can be learned from books;
6. Why do most children and teenagers want to become youtuber?
7. Are violent video games that dangerous?
8. Do children need homework in primary school?



9. The development of child's behavior during during last decade;
10. They must ban the junk meals at school;
11. It's wrong to use animals in zoos and circuses;
12. Are we too dependent on handphones?
13. Does school Media fame impact one's life?
14. Can humanity get rid of the internet and continue developing?
15. Will paper money be substituted by electronic money?
16. Are people becoming technological zombies?
17. Is competition really good?

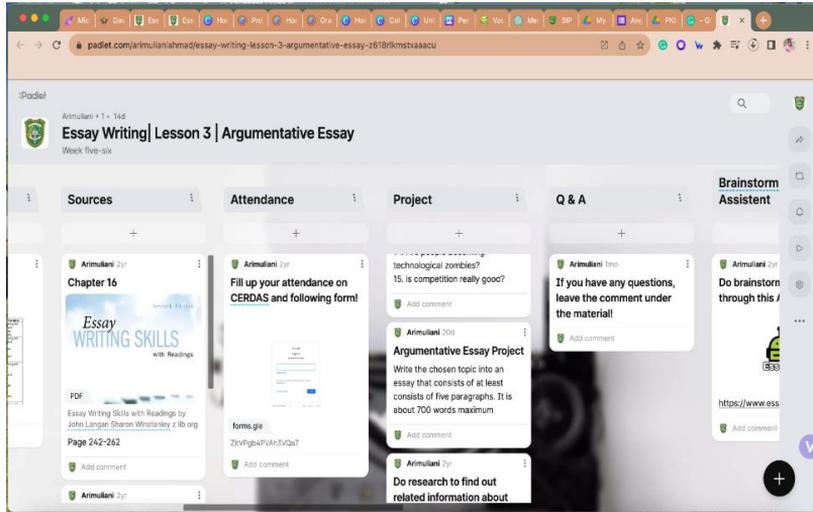
Write the chosen topic into an essay that consists of at least consists of five paragraphs. It is about 700 words maximum!

### **Activity 3 Project Implementation**

In this step, you need to do Inquiry and Research process about the project.

1. Do research to find out related information about the topic chosen!  
**(see the project section).**
2. Discuss the information with your group which consists of 4 members and make an outline.  
**(see the project section).**

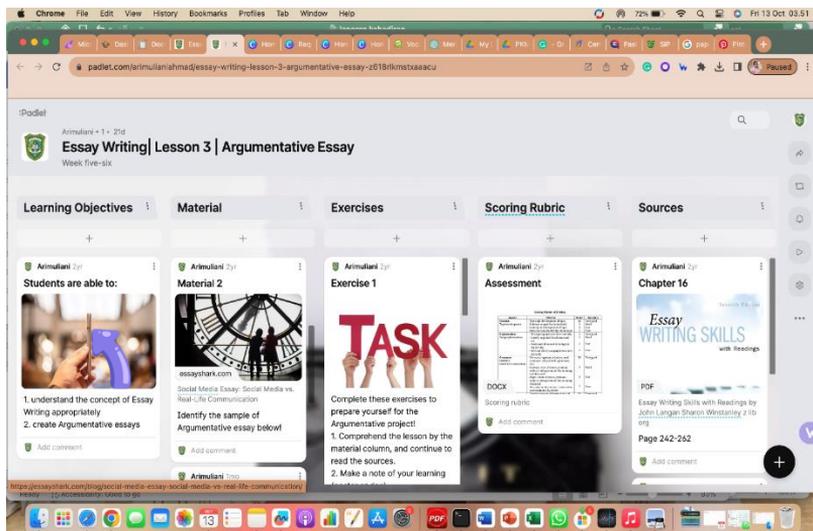




## Activity 4 Project Reporting

In this step, you need to proof your project progress by uploading the project progress by clicking the “+” button. Hence, please consider these following instructions:

1. Do brainstorming activities through this AI (Essaybot)  
(See the brainstorming section)



2. Write your first draft and check it by using Grammarly



## Use this template (See the students' first draft section)

The screenshot shows a Padlet board titled "Essay Writing Lesson 3 | Argumentative Essay" for "Armutani + 1 • 210" in "Week five-six". The board is organized into five columns: Learning Objectives, Material, Exercises, Scoring Rubric, and Sources. Each column contains a card with content related to the lesson. The Learning Objectives card lists two tasks: understanding the concept of essay writing and creating argumentative essays. The Material card features an image of a clock and a person, with a link to a social media essay. The Exercises card has a large "TASK" graphic and instructions to complete exercises and take notes. The Scoring Rubric card includes a table for assessment. The Sources card lists a PDF titled "Essay Writing Skills with Readings".

3. After finishing your first draft, do not forget to do reflection on your writing as following table.

## (See the student's reflection/self-assessment section)

This screenshot is identical to the one above, showing the same Padlet board with its five columns: Learning Objectives, Material, Exercises, Scoring Rubric, and Sources. The content within each column remains the same, providing a clear view of the lesson's structure and resources.



### Students Reflection (Self-Assessment):

In terms of content, the essay:

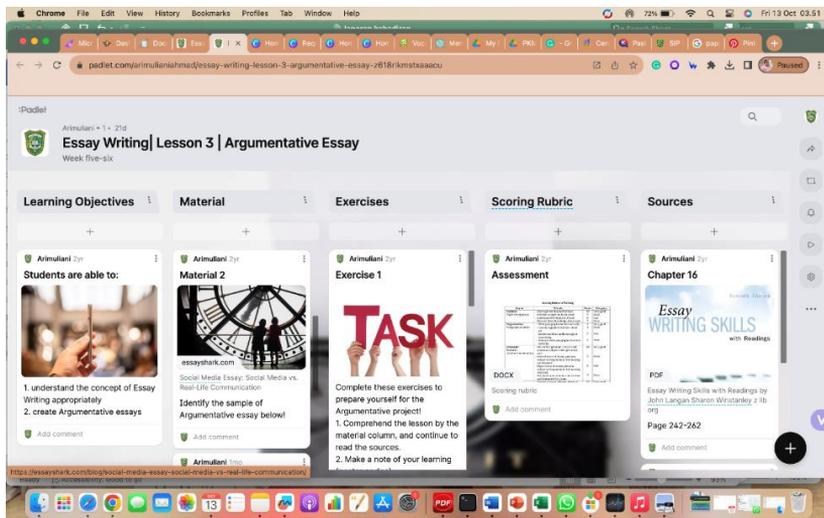
- a. \_\_\_ answers the question asked
- b. \_\_\_ has a thesis, a clear central point
- c. \_\_\_ is analytical rather than simply descriptive (it shows rather than tells)
- d. \_\_\_ is unified, focused and cohesive (includes only information relevant to the topic)
- e. \_\_\_ anticipates the reader's needs
- f. In terms of organization, the essay...
- g. \_\_\_ has a clear sense of introduction (avoids throat clearing, addresses the question directly)
- h. \_\_\_ has a clear sense of conclusion (pulls things together at the end rather than stopping abruptly)
- i. \_\_\_ carries the reader along by using effective transitions ("First of all," or "In contrast,")
- j. In terms of expression, the essay...
- k. \_\_\_ achieves an appropriate tone (confident, enthusiastic, upbeat, reflective)
- l. \_\_\_ avoids inappropriate tones (groveling, pretentious, whining, arrogant, cynical)
- m. \_\_\_ is written in a voice that is authentic, that sounds like me (at my most articulate moments)
- n. \_\_\_ is concise and to the point rather than long winded and circuitous
- o. \_\_\_ avoids cliched observations, phrases, expressions and words



- p. \_\_\_ avoids slang (except when used intentionally for a specific effect)
- q. In terms of correctness, the essay...
- r. \_\_\_ observes the conventions of grammar and usage (no errors)
- s. \_\_\_ observes the conventions of punctuation (no errors)
- t. \_\_\_ has no spelling errors
- u. \_\_\_ has been PROOFREAD carefully for errors
- v. \_\_\_ provides details and examples to support and enliven generalizations

4. Please review your classmate's essay. Use this following guidance!

**(See the proofreading section)**



Peer-Assessment:

Aspect	(3) Above expected level	(2) At expected level	(1) Below expected level
<b>Introduction</b>	<ul style="list-style-type: none"> <li>- Detailed background information</li> <li>- A very clear explanation or definition of the problem, using devices to create interest.</li> <li>- A very well-formed, properly placed thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>- Quite detailed background information</li> <li>- A clear explanation or definition of the problem, using devices to create interest.</li> <li>- A well-formed, properly placed thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>- Some general background information</li> <li>- Some explanation or definition of the problem, using devices to create interest.</li> <li>- A quite well-formed but properly placed thesis statement</li> </ul>
<b>Body</b>	<ul style="list-style-type: none"> <li>- Three or more main points are well developed with supporting details.</li> <li>- It is obvious that a plan was developed to create sound, logical development.</li> </ul>	<ul style="list-style-type: none"> <li>- Three or more main points are present but may lack detail and development in one or two.</li> <li>- Overall, the paper is logically developed.</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer than three main points, with poor development of ideas.</li> <li>- There are some examples of poor organizational planning.</li> </ul>
<b>Conclusion</b>	<ul style="list-style-type: none"> <li>- Conclusion summarizes all main topics without repeating previous sentences</li> <li>- Writer's commentary and suggestions for change are logical and well thought out.</li> </ul>	<ul style="list-style-type: none"> <li>- Conclusion summarizes main topics with few previous sentences repeated.</li> <li>- Some suggestions for change are evident.</li> </ul>	<ul style="list-style-type: none"> <li>- Conclusion summarizes some main points repeating previous sentences</li> <li>- Few commentaries or suggestions for change are included.</li> </ul>

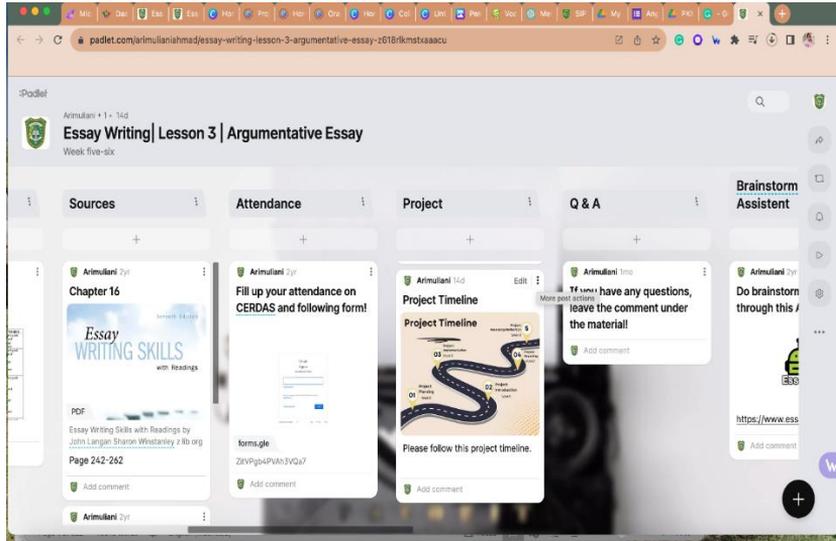


Aspect	(3) Above expected level	(2) At expected level	(1) Below expected level
<b>Works Cited</b>	<ul style="list-style-type: none"> <li>- Source material is smoothly integrated into the text.</li> <li>- -All sources are accurately documented in the reference page using APA.</li> </ul>	<ul style="list-style-type: none"> <li>- -Source material is somehow integrated into the text</li> <li>- -Most sources are accurately documented in the reference page using APA.</li> </ul>	<ul style="list-style-type: none"> <li>- Lacks sources or shows evidence of copying from published papers.</li> <li>- Few sources are accurately documented in the reference page using APA.</li> </ul>
<b>Language And Mechanics</b>	<ul style="list-style-type: none"> <li>- Sentence structure is always correct and sentences are varied (beginnings, length, structures).</li> <li>- Academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</li> <li>- Punctuation, spelling and capitalization are all correct.</li> </ul>	<ul style="list-style-type: none"> <li>- Sentence structure is mostly correct and sentences are varied (beginnings, length, structures).</li> <li>- Academic and domain-specific vocabulary is mostly appropriate for the audience and purpose</li> <li>- Punctuation, spelling and capitalization are mostly correct.</li> </ul>	<ul style="list-style-type: none"> <li>- -Sentence structure is rarely correct and sentences are quite repetitive (beginnings, length, structures).</li> <li>- Academic and domain-specific vocabulary is quite appropriate for the audience and purpose</li> <li>- Punctuation, spelling and capitalization are rarely correct.</li> </ul>

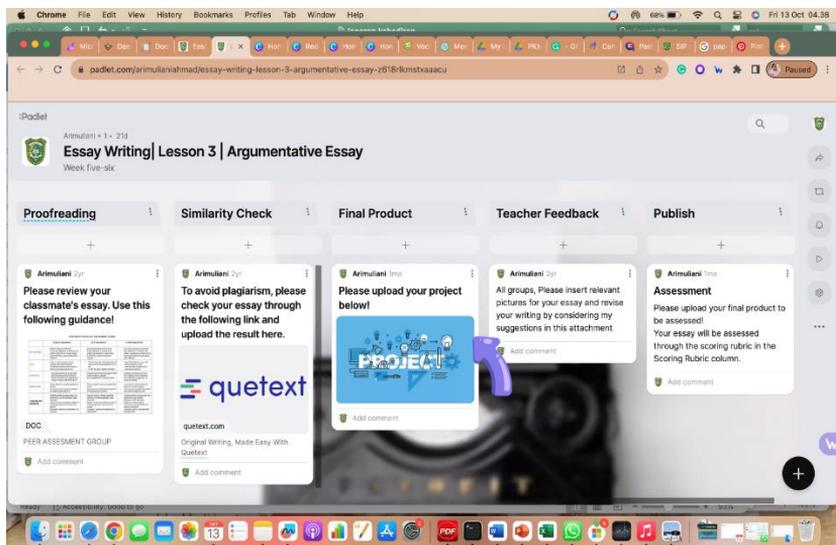
5. To avoid plagiarism, please check your essay through the following link and upload the result here.

**(See the similarity check section)**





6. Please upload your project below!  
**(See the final product section)**

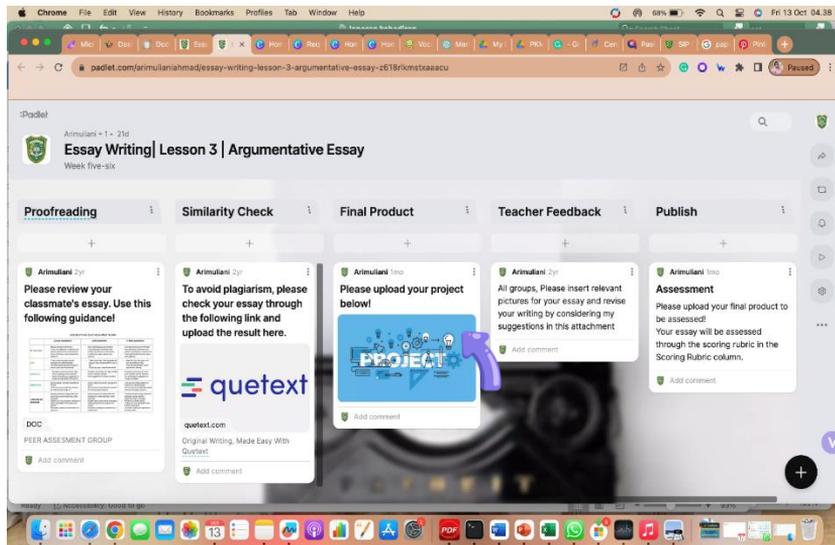


### Activity 5 Project Assessment

1. Please upload your final product to be assessed!  
 Your essay will be assessed through the scoring rubric in the scoring rubric column.



## (See the publish section)



Scoring rubric of essay writing:

Aspect	Criteria	Score	Category
<b>Content:</b> Topic development	- Thorough development of topic	10	Very good
	- Relevant to topic but lacks detail	9	Good
	- Inadequate development of topic	8	Fair
	- Does not show knowledge about topic	7	Poor
<b>Organization:</b> Paragraph structure	- Write paragraph structure correctly	5	Very good
	- Loosely organized but ideas stand out	4	Good
	- Incoherent ideas and lacks logical sequencing	3	Fair
	- Does not write paragraphs structure correctly	2	Poor
<b>Grammar:</b> Sentence structure/construction	- Use correct grammar (tenses used, pronouns, subject-verb agreement, etc.)	10	Very good
	- Several errors of tenses, pronoun, subject-verb agreement, but meaning not obscured	9	Good
	- Major errors of tenses, pronoun, subject-verb agreement, but meaning obscured	8	Fair
	- Major errors of tenses, pronoun, subject-verb agreement, but meaning obscured	7	Poor



	- Not mastery of sentence construction and dominated by errors		
<b>Vocabulary:</b> Word choice/diction	- Employ accurate effective choice of words/ dictions	10	Very good
	- Employ accurate dictions but not effective	9	Good
	- Employ lacks accuracy of diction but meaning not obscured	8	Fair
	- Errors in applying diction or word form, and meaning obscured	7	Poor
<b>Mechanics:</b> Spelling, punctuation, and capitalization	- Very little errors of mechanics	5	Very good
	- Few errors of mechanics, but meaning not obscured	4	Good
	- Many errors of mechanics and meaning obscured	3	Fair
	- Dominated by errors of mechanics	2	Poor

Adapted from Jacob, et. al' (in Hughes, 2003:104), Brown (2004:246), and Henning (1987:150)

Maximum score = 40

$$\text{Student's score} = \frac{\text{obtained score} \times 100}{\text{Maximum score}} = \text{final}$$

Final score category:

Range of Final Score	Categories
86-100	Very Good
71-85	Good
56-70	Fair
10-55	Poor



## D. Lesson 4 Cause-Effect Essay



### 1. Learning Outcomes:

At the end of this lesson, the students are expected to be able to:

1. write cause-effect essay unitedly and coherently
2. use effective transition words in writing cause-effect essay

### 2. Learning Method: Project-based Learning

### 3. Media: Padlet

<https://padlet.com/arimulianiahmad/EssayWritingLesson4>

### 4. Meeting: Week seven-eight

### 5. Teaching and Learning Process

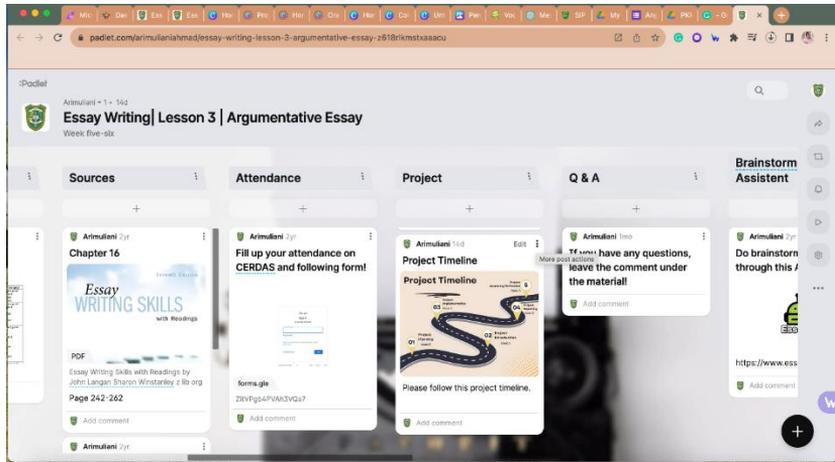
Please follow these activities to learn Cause-Effect Essay in sequence!

#### Activity 1 Project Planning

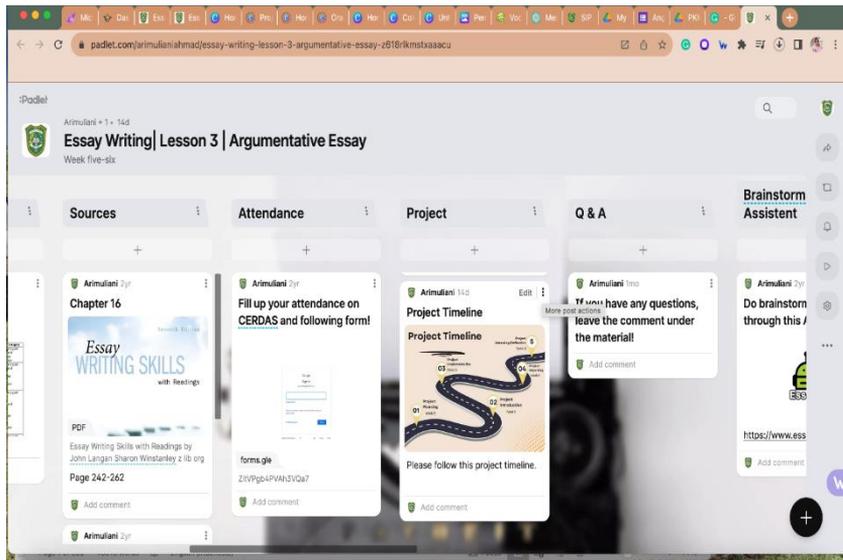


1. At the end of this lesson, you are expected to be able to:
  - a. write cause-effect essay unitedly and coherently
  - b. use effective transition words in writing cause-effect essay

**(See the learning objectives section)**



2. Before creating the project, you need to comprehend the material by accessing the materials under the learning material section.



## Material 1

### a. What Is a Cause-Effect Essay?

We all understand cause-effect relationships; for example, lightning can cause fire. As a student you know that if you stay up late the night before a test to watch a movie and do not study, you may not perform well on the test the following day. A cause-effect essay tells how one event (the cause) leads to another event (the effect). A cause-effect essay can do one of two things:

- 1) It can analyze the ways in which one or more effects result from a particular cause. (Focus-on-Effects Method)
- 2) It can analyze the ways in which one or more causes lead to a particular effect (Focus-on-Causes Method)

In other words, your essay may focus more on the effects of a cause or more on the causes of one effect. Either approach provides a useful means of discussing the possible relationship between the two events. It is not a good idea to mix several causes and several effects in an essay because your focus may become unclear.

In cause-effect essays, it is easy to suggest that because one event preceded another event, the former event caused the latter. Simply because one event follows another one sequentially does not mean that the two actions are related. For example, people often complain that as soon as they finish washing their car, it starts to



rain. Obviously, washing a car does not cause rain. Writers need to be sure that the causes and effects they describe are logically connected.

b. How Is a Cause-Effect Essay Organized?

There are two basic ways to organize a cause-effect essay: focus-on-effects or focus-on-causes. If your assignment is to write a cause-effect essay on the topic of global warming, you could write two kinds of essays:

1) In a focus-on-effects essay, you would write about the threatened habitat of polar bears as a result of global warming and the melting of large parts of the Arctic Circle. Your essay might include five paragraphs and look like this:

<b>Introduction</b>	Paragraph 1	Hook Connecting Information Thesis
<b>Body</b>	Paragraph 2	Effect 1: dangerous swimming conditions Sea ice platforms farther apart
	Paragraph 3	Effect 2: Scarcity of food Fewer hunting opportunities
	Paragraph 4	Effect 3: reduced population Females with less body weight have lower reproduction rates.
<b>Conclusion</b>	Paragraph 5	Restated thesis Suggestion/opinion/prediction

2) In a focus-on-causes essay, you would write about the causes of global warming, such as excessive carbon dioxide in the atmosphere. In this case, the organization for this essay could have five paragraphs and look like this:



<b>Introduction</b>	Paragraph 1	Hook Connecting Information Thesis
<b>Body</b>	Paragraph 2	Cause 1: human activities <ul style="list-style-type: none"> <li>• carbon dioxide from vehicles</li> <li>• not recycling (requires creating more products from scratch)</li> </ul>
	Paragraph 3	Cause 2: increased industrial activity <ul style="list-style-type: none"> <li>• greater carbon dioxide from burning fuels to run factories</li> </ul>
	Paragraph 4	Cause 3: deforestation <ul style="list-style-type: none"> <li>• Increased human population requires more space, so trees are cut down</li> <li>• Fewer trees mean less oxygen, which causes a higher percentage of carbon dioxide in the atmosphere,</li> </ul>
<b>Conclusion</b>	Paragraph 5	Restated thesis Suggestion/opinion/prediction

Example of Cause-effect Essay:

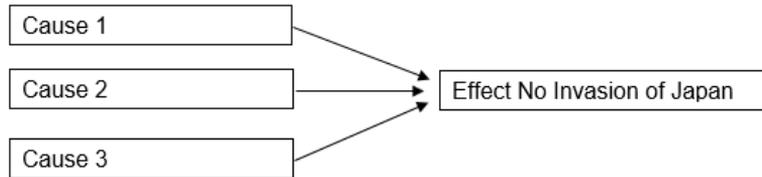
This essay discusses some effects that weather has had on events in history. Discuss the Preview Questions with a partner. Then read the essay and answer the questions that follow.

Preview Questions:

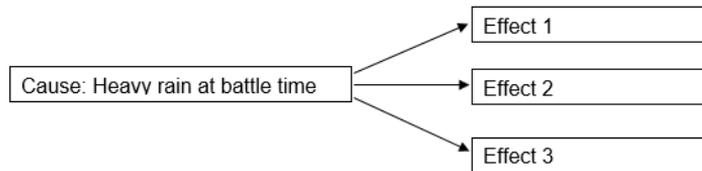
- a. Can you name a time when the weather had an effect on an event that you attended? Was it a positive effect or a negative effect?
- b. In the 1200s, the warrior Kubilai Khan tried to invade Japan by sailing from the Asian mainland to Japan. A certain kind of weather event prevented the invasion.



Write three guesses in the diagram about what this weather was. Do not consult the Internet, a book, or a person.



- c. Go back in time. Imagine you are a captain of a troop of 500 soldiers and you want to attack your enemy at night. However, it is raining heavily. What are three possible effects of the rain?



How weather has changed world history:

<ol style="list-style-type: none"> <li>1. It is <b>tempting</b>, and often comforting, to think that humans control their <b>fates</b>. The decisions that people make in their daily lives can affect many things, and the <b>course</b> of their lives <b>cumulatively</b> reflects these many small decisions. On the other hand, people cannot control every aspect of their environments, and forces beyond human control frequently <b>intervene</b> in human affairs. Notwithstanding many people's opinion that the weather has little influence in their lives besides determining what clothes they wear on a particular day, the weather has in fact caused world history to radically shift in important ways that are still felt today.</li> <li>2. Numerous examples from world history <b>document</b> the long-term effects of weather in the formation of cultures and nations. In the thirteenth century, Khubilai Khan ruled over the vast Mongol empire, which <b>Spanned</b> from the Pacific Ocean in the east to the Black Sea in the</li> </ol>	<p><b>tempting:</b> attractive; desirable  <b>fate:</b> the plan for the future that has been decided and that you cannot control  <b>a course:</b> a route or direction  <b>cumulatively:</b> formed over time by many parts or additions  <b>to intervene:</b> to become involved in something in order to influence the final result  <b>to document:</b> to maintain a written record of; to write about</p>
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west, from present-day Siberia in the north to Afghanistan in the south. To expand his **reign** further, Khubilai Khan **mounted** two invasions of Japan. Two **monsoons**, however, caused him to end his attacks. Delgado (2008) describes legendary accounts of this event: "The legend, oft repeated in countless history books, speaks of gigantic ships, numbering into the thousands, crewed by indomitable Mongol warriors, and of **casualties** on a massive scale, with more than 100,000 lives lost in the final invasion attempt of 1281" (p. 4). Because of this unexpected defeat, Khubilai Khan decided to **stage** a third invasion of Japan, but he died before he could fulfill this **ambition**. Without these monsoons, Japan might have been defeated by the Mongols and thus lost its identity as a unique culture, with far-reaching consequences for Asian and world history.

3. In the early years of America's Revolutionary War, which began in 1775, it appeared likely that the British would **crush** the armies of her colonial territory and incorporate it back into the empire. The British troops were a well-trained and disciplined army that was feared worldwide. In contrast, the American troops were newly trained, sometimes poorly organized, and lacked sufficient resources to fight effectively. General George Washington could have easily been defeated in the Battle of Long Island on August 22, 1776. Historical records show that Sir William Howe, the British commander, was clearly defeating Washington on Long Island and was actually winning **handily** (Seymour, 1995). Nonetheless, the weather intervened when a heavy **fog** rolled in, so the American forces were able to **retreat**, regroup, and survive to fight another day. Because of this fog, the United States was not defeated in its struggle for freedom. Consequently, today's United Kingdom of England, Wales, Scotland, and Northern Ireland does not include the United States. The United States is not a commonwealth of a mother country, as Canada and Australia are, though the United States still has strong **ties** to its colonial past.
4. When Napoleon Bonaparte invaded Russia in the early nineteenth century, he met with early successes that appeared to guarantee that he might eventually rule the world as his personal **domain**. His soldiers **captured** Moscow and destroyed the city, which encouraged him to push farther in his military campaigns. However, because of his dreams of glory, Napoleon

**to span:** to extend from one point to another

**a reign:** a time of political control, especially for kings, queens, or unelected officials

**to mount:** to prepare something so that it takes place

**a monsoon:** a strong rain storm that happens at a certain time of the year

**a casualty:** an injury or death in a severe event such as an accident or a war

**to stage:** to plan, organize, and make something happen

**ambition:** a strong desire for power, wealth, or fame

**to crush:** to destroy

**handily:** easily

**fog:** a type of weather similar to a cloud very near the ground

**to retreat:** to go back

**a tie:** a connection

**domain:** land that a ruler or government controls

**to capture:** to catch; to trap

**to overlook:** to fail to notice or know about

**brutal:** severe

**abominable:** disgusting; causing hateful feelings

**dreadful:** extremely bad; causing fear

**unambiguously:** not ambiguously, clearly and definitely

**dense:** thick

**a forecaster:** a person who predicts something, often the weather



<p><b>overlooked</b> the simple fact that Russian winters are extremely cold. When the temperatures fell below freezing, many of his soldiers and their horses died in the <b>brutal</b> weather. As Belloc (1926) writes in his classic study of the Napoleonic wars, "The cold was the <b>abominable</b> thing: The <b>dreadful</b> enemy against which men could not fight and which destroyed them" (p. 217). As a result of the failure of Napoleon's Russian campaigns, his own rule ended relatively soon after. His defeat led to a reorganization of power throughout the European nations, as well as to the rise of Russia as a major world power.</p> <p>5. As these three examples <b>unambiguously</b> demonstrate, the weather has caused numerous huge shifts in world history as well as in power balances among cultures and nations. Without the rainy storms of the monsoon season, Japan might be the eastern outpost of Mongolia; without the appearance of <b>dense</b> fog, the United States might still be a territory of the United Kingdom; and without winter snow, Muscovites might speak French. Today weather <b>forecasters</b> can usually predict with a high degree of accuracy when thunderstorms, hurricanes, tsunamis, and tornadoes will strike, but the course of history cannot be fully isolated from the effects of the weather.</p> <p><b>References</b>          Belloc, H. (1926). <i>Napoleon's campaign of 1812 and the retreat from Moscow</i>. New York: Harper.          Delgado, J. (2008). <i>Khubilai Khan's lost fleet: In search of a legendary armada</i>. Berkeley, CA: University of California Press.          Seymour, W. (1995). <i>The price of folly: British blunders in the War of American Independence</i>. London: Brassey's.</p>	
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## Material 2

Techniques in writing cause-effect essay:

There are three basic formats for writing a cause/effect essay:

- a. Single effect with multiple causes—air pollution is the effect, and students would identify several causes.



- b. Single cause with multiple effects–bullying is the cause, and students would establish several effects it has on children.
- c. Causal Chain–This is a more complex format. Causal chains show a series of causes and effects. For example, the global Covid-19 pandemic caused a decrease in pedestrian fatalities from car crashes. How? The pandemic caused more people to shelter in place and reduced driving overall. With fewer cars on the road, pedestrian deaths from cars were reduced.

Climate change is a good example of a causal chain topic. Population increase is causing an increase in traffic and greenhouse gases. It is also causing an increase in deforestation for housing, roads, and farming. Deforestation means fewer plants to take up the CO<sub>2</sub> and release O<sub>2</sub> into the environment. Each item causes an effect. That effect causes another effect. All of this contributes to climate change.

Vocabularies building:

<b>Transitions and Connectors Commonly Used in Cause-Effect essays</b>		
as a consequence,	due to	on account of
as a result,	(the) effect (of x)	owing to (for this) reason
(x can be) attributed to y	(a key) factor of (x)	(x is the) reason for (y)
because	for this reason,	(x is a) result of (y)
because of	furthermore	(x) resulted in (y)
caused	if (x), then (y)	since
(x is the) cause of (y)	in addition (to)	so
(x is) caused by (y)	in order to	therefore



(one) consequence of this (is that...)	(x) influence (y)	this means that
consequently	(x) leads to (y)	thus

1. Analyze the sample of Argumentative essay below!

**(See the material section for material 3)**

The Contextual Effects of Cell Phone Use on Students

Jonathan Twine

School of Undergraduate Studies, Excelsior College

English 101: English Composition

Dr. Jessica Williams

March 11, 2020

The Contextual Effects of Cell Phone Use on Students

According to Isiklar et al. (2013), 87% of the world's population uses cell phones to do everything from placing calls and receiving texts to playing games and taking photographs (p. 9). Many studies about cell phone use begin with a statistic similar to the one used by Isiklar et al. to demonstrate the pervasiveness of cell phone technology, and researchers frequently focus on students as one of the groups most affected by constant cell phone use. However, many researchers do not find the exact cause and effect relationship they are looking for in young adults who use cell phones. For example, Nathan and Zeitzer (2013) found there was no measurable increase in a student's daily fatigue due to the number of texts and calls they received (p. 5). This lack of predicted outcomes suggests the effects of cell phone use

**Commented**  
[A2]: Here, the author presents the cause and effect relationship in his thesis. The author argues that cell phones do have an impact on teens and young adults, but the effects depend upon the situation.



on teens and young adults have been somewhat over-emphasized. What the studies do show is that cell phone use during times designated for other key activities, such as studying, socializing, and sleeping, correlates with other struggles typically associated with adolescence, such as focus and retention, poor self-worth, and fatigue.

Researchers do have reason to suspect cell phone use in the classroom and during study has adverse effects on a student's ability to focus on learning, but the issue is complicated. According to surveys, 99% of students report having used a cell phone during designated class time, a greater number than the 97% who report having used a cell phone while driving (Elder, 2013, p. 589). To gauge the effects of this habit, Elder (2013) conducted a study in which students listened to a mini-lecture and took a corresponding quiz. Researchers instructed half of the students to use their cell phones during the lecture, while the other half listened without technological distractions (p. 588). All of the students performed badly on the quiz, which initially appears to disprove the hypothesis that cell phones negatively affect learning. However, Elder suggested a few reasons for his skewed results. First, none of the students were invested in the lecture and, thus, did poorly on the quiz (p. 591). This indifference prevented the distracted students from standing out in the results because all of the students in the study were disengaged. Additionally, the mini-lecture was only 12 minutes long, a length that failed to simulate real

**Commented**  
[A1]: Here, the author explains that a clear cause and effect relationship is not so simple. It is important to be aware of the complexities of cause-and-

**Commented [A3]:**  
Here, the author points to research about the effects of cell phone in class. However, the author carefully points out that it is not just cell phones that can distract students from learning situations. This careful argument adds to the credibility of his writing. An effective writer will not overstate causes or effects in a cause-and-effect essay.



academic conditions. Elder concluded, "Sustained multi-tasking during longer lectures more analogous to how students actually] engage with their phones during courses" (p. 590), Elder's study demonstrates that distraction and inattention is one of the real culprits behind poor academic performance. Cell phone use can contribute to these behaviors, but any number of other factors can also divert a student's attention from the learning at hand.

Similarly, the relationship between adolescent cell phone use and self-worth is more nuanced than some might initially suspect. Cell phone use does not appear to directly impact self-worth. However, poorly-timed cell phone use can aggravate a feeling of disconnectedness, which can lead to other emotional consequences. In a study, Isiklar et al. (2013) sought to define the relationship between cell phones and self-esteem and found "selfesteem is a stronger predictor of addiction" than of "mobile use on its own" (p. 13). Addiction, they noted, often results in the subject "excluding [herself] from the social surrounding" and feeling anxious when denied access to the object of attachment (p. 10). Thus, self-worth suffers when cell phone use reaches addictive levels, just as it would in a person who suffers from another addiction. The real problem is not the existence and utilization of cell phone technology, but rather the excessive use of cell phones in place of human connection.

Cell phone use has also been thought to cause sleep problems. In their study on cell phone use and sleepiness,

**Commented [A4]:** The author presents a clear transition here to shift to the discussion of his second effect.

**Commented [A5]:** Here, the author transitions to his third effect.

Nathan and Zeitzer (2013) hypothesized, "An] increased number of calls would be associated with increased sleepiness" (p.2). This assertion turned out to be unsubstantiated (p. 5); however, the researchers did find some behaviors associated with nocturnal cell phone use that might be linked to prolonged fatigue, such as staying up later to use the phone and "expectations of accessibility" (p. 2). In the study, 49% of the surveyed high school students sometimes woke up to their phones in the night (p. 2), and all but 1% felt the need to be accessible by phone at least some of the time (p. 3). These behaviors were correlated with adolescent fatigue. Nathan and Zeitzer concluded, "Our analyses revealed that use or perceived need of use of the mobile phone during normal sleeping hours may contribute to daytime sleepiness" (p. 5). Once again, general use of cell phones turned out to be unproblematic. The trouble occurred when the surveyed students used their cell phones at times when another activity would have made a healthier priority.

Untimely use of and dependence on cell phones can exacerbate adolescent struggles with academics, self-worth, and fatigue. Researchers have studied the consequences of cell phone technology for humans at length, but recent work has shown the cause-and-effect relationship including the one between cell phones and young people-to be complex and contextual. Describing general use as problematic is too broad because the issues associated with cell phones arise

**Commented [A6]:**  
Here, the author emphasizes both his assertion about the effects of cell phone use and the complex nature of this assertion



under specific conditions and in tandem with diverse factors. With 87% of the population accessing cell phones regularly, these clarifications to old assumptions are essential to improving the relationship between technology and users.

#### References:

Elder, A. D. (2013). College students' cell phone use, beliefs, and effects on their learning. *College Student Journal*, 47(4), 585–592.

<https://www.projectinnovation.com/CollegeStudentJournal.html>

Isiklar, A., Şar, A., & Durmuscelebi, M. (2013). An investigation of the relationship between high-school students' problematic mobile phone use and their self-esteem levels.

*Education*, 134(1), 9-14.

<https://www.projectinnovation.com/Education.html>

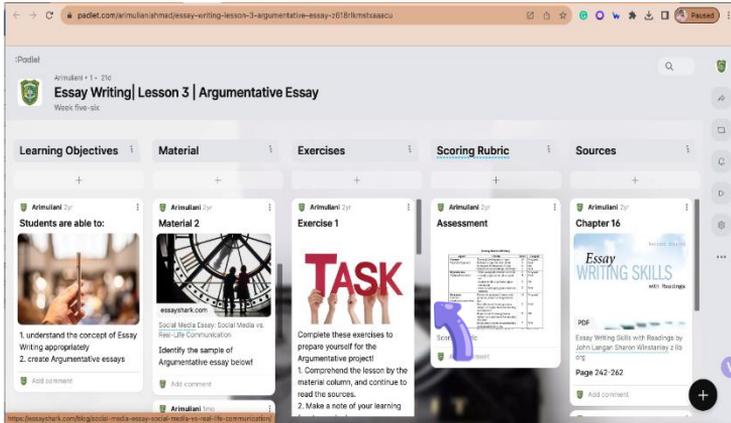
Nathan, N., & Zeitzer, J. (2013). A survey study of the association between mobile phone use and daytime sleepiness in California high school students. *BMC Public Health*, 13(1), 15.

<https://bmcpublikealth.biomedcentral.com/articles/10.1186/1471-2458-13-840>

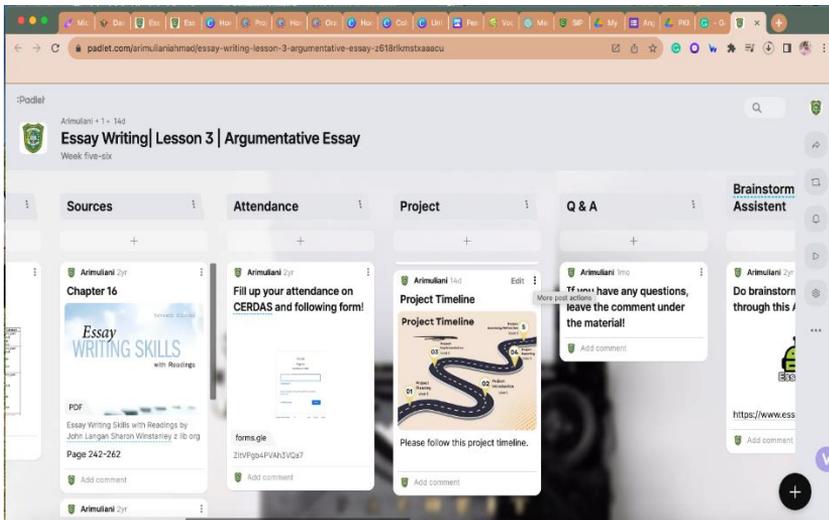
2. Wrap up you're understanding by comprehending this summary!

**(See the summary section)**





3. To manage your project schedule, please follow the project timeline (see the project section).



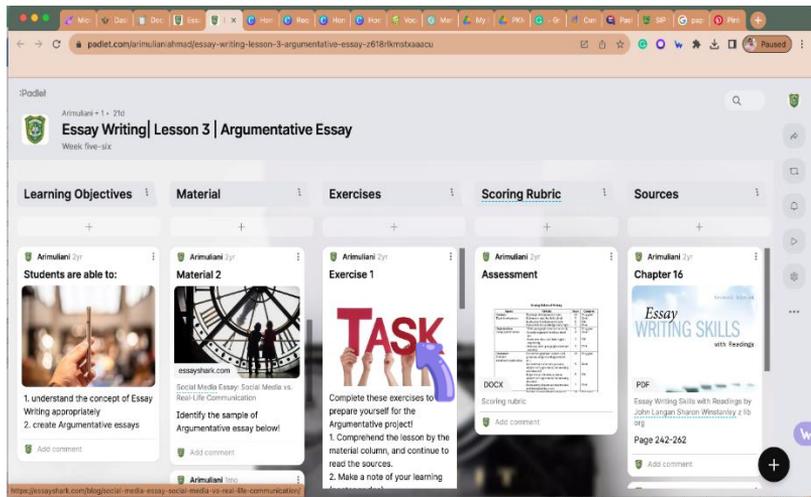
## Activity 2 Project Introduction

1. You are expected to create a written project as Cause-Effect Essay. Write an essay that consists of at least consists of five paragraphs. It is about 700 words maximum.
2. Write a cause & effect essay by choosing one options below
  - a. How Covid-19 pandemic affects economic?



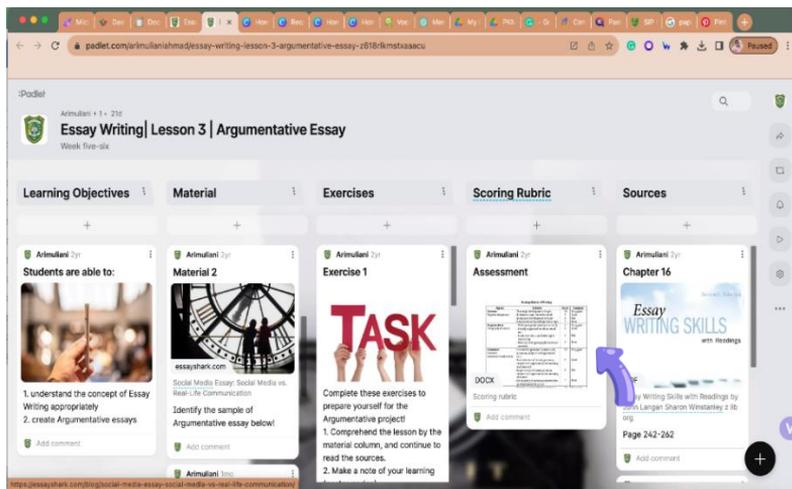
- b. The effect of online learning during Covid-19 pandemic in higher education.
- c. How Android/IOS apps affect students' English proficiency.
- d. What are the effects of the Covid-19 pandemic on mental health?

**(see the project section)**



- 3. If you have any questions, leave the comment under the material!

**(See the Q & A section)**

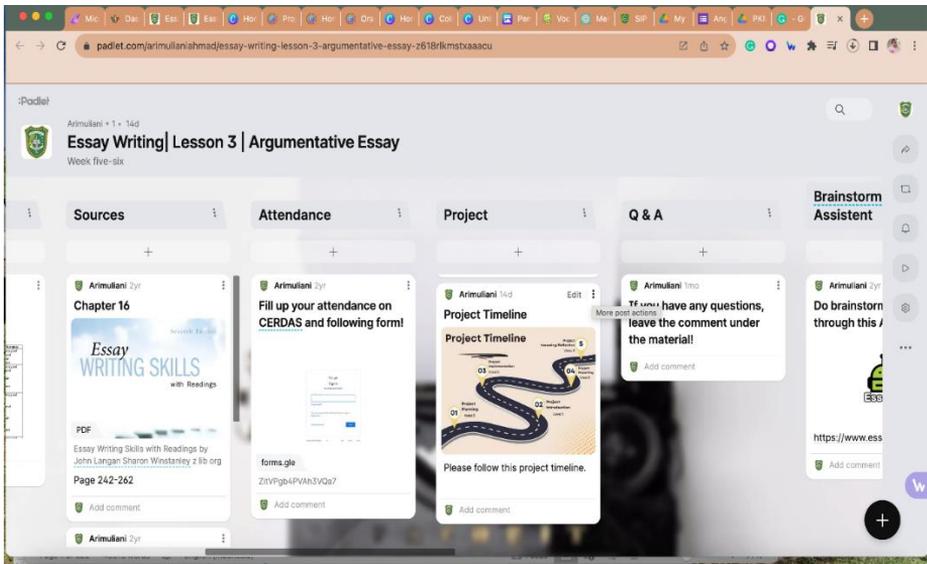


### Activity 3 Project Implementation

To help you construct your understanding about this lesson, you need to do inquiry and research process as follow:

1. Choose one problem below and do research to enrich your arguments.

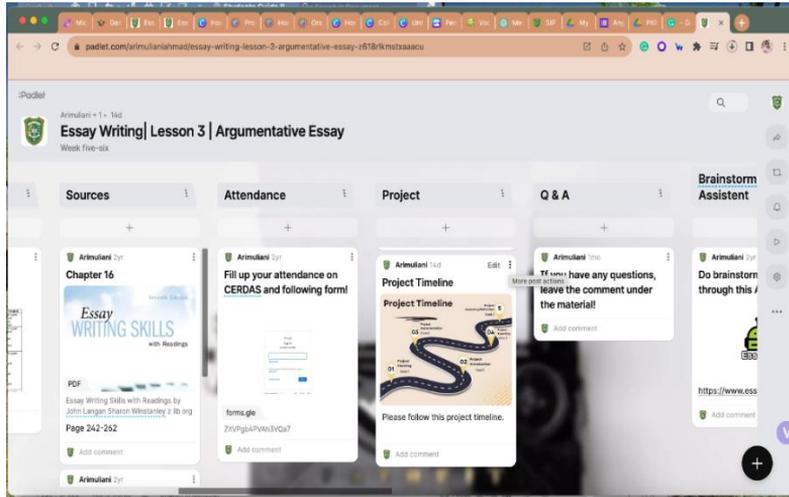
**(See the challenging question section)**



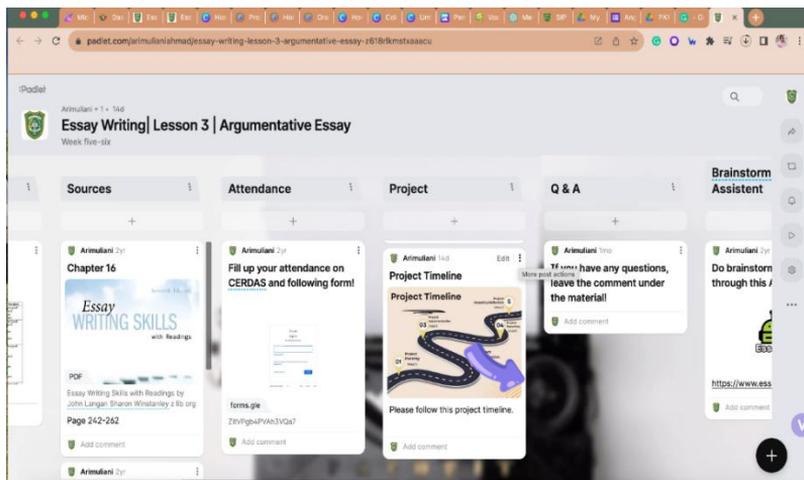
2. Do brainstorming activities through this AI (Essaybot)

**(See the brainstorming section)**



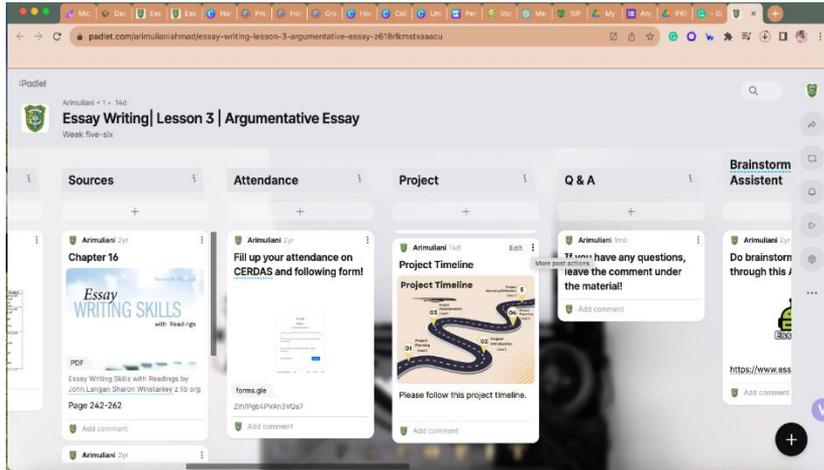


3. Make your outline here!
4. Write the outline into a poster



5. Write your draft and check it with Outwrite. Install the extension of Outwrite for Ms. Word (Adds-in)  
**(See the writing the first draft section)**





6. Ask a peer to give feedbacks for your essay by filling following form!

**(See the getting feedback section)**

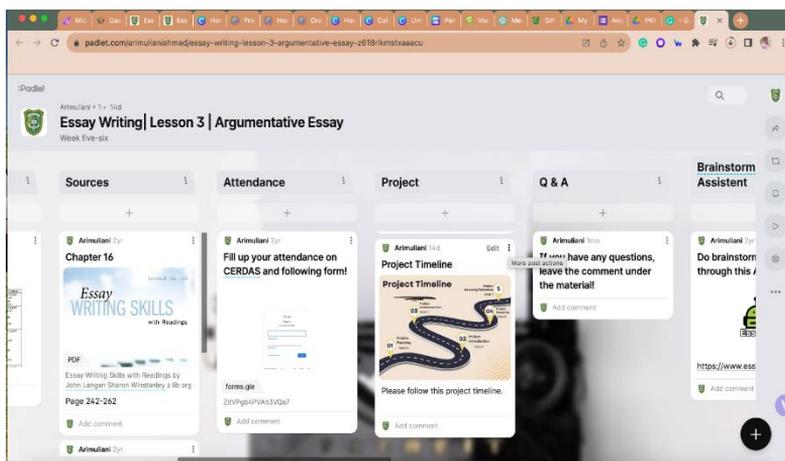
7. Revise your draft based on peer-assessment comments and SAS Writing Reviser.

**(See the getting feedback section)**

8. Please revise your writing based on my suggestion

9. Ask a peer to give feedback on your essay by filling out the following form!

**(See the getting feedback section)**



## Self-assessment Form:

### Students Reflection (Self-Assessment)

In terms of content the essay:

- a. \_\_\_ answers the question asked
- b. \_\_\_ has a thesis, a clear central point
- c. \_\_\_ is analytical rather than simply descriptive (it shows rather than tells)
- d. \_\_\_ is unified, focused and cohesive (includes only information relevant to the topic)
- e. \_\_\_ anticipates the reader's needs

In terms of organization the essay:

- a. \_\_\_ has a clear sense of introduction (avoids throat clearing, addresses the question directly)
- b. \_\_\_ has a clear sense of conclusion (pulls things together at the end rather than stopping abruptly)
- c. \_\_\_ carries the reader along by using effective transitions ("First of all," or "In contrast,")

In terms of expression the essay:

- a. \_\_\_ achieves an appropriate tone (confident, enthusiastic, upbeat, reflective)
- b. \_\_\_ avoids inappropriate tones (groveling, pretentious, whining, arrogant, cynical)
- c. \_\_\_ is written in a voice that is authentic, that sounds like me (at my most articulate moments)
- d. \_\_\_ is concise and to the point rather than long winded and circuitous
- e. \_\_\_ avoids clichéd observations, phrases, expressions and words



f. \_\_\_ avoids slang (except when used intentionally for a specific effect)

In terms of correctness the essay:

- a. \_\_\_ observes the conventions of grammar and usage (no errors)
- b. \_\_\_ observes the conventions of punctuation (no errors)
- c. \_\_\_ has no spelling errors
- d. \_\_\_ has been PROOFREAD carefully for errors
- e. \_\_\_ provides details and examples to support and enliven generalizations

### Peer-Assessment

Name writer :

Title of Essay :

Name of Reviewer :

Checklist the following table to proofread your classmates' essay!

No	Indicator	Activity		Checklist	Comment
1.	Organization	Introduction	Hook Connecting information Thesis		
		Body	<ul style="list-style-type: none"> <li>• Effect 1/cause 1</li> <li>• Effect 2/cause 2</li> <li>• Effect 3/cause 3</li> </ul>		
		Conclusion	Restated thesis Suggestion/opinion/prediction		
2.	Vocabulary	<ul style="list-style-type: none"> <li>• Correct context</li> <li>• Synonyms usage to</li> </ul>			

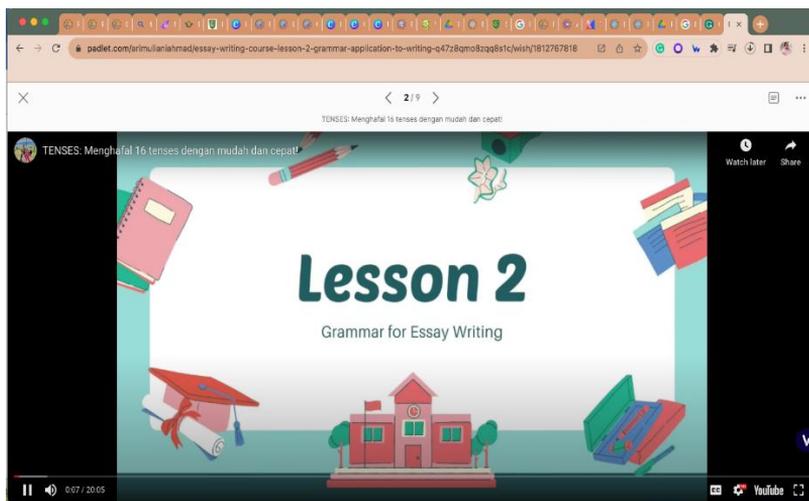


No	Indicator	Activity	Checklist	Comment
		avoid repetition • Antonyms • Collocation		
3.	Grammar	• Active sentence dominant • Various structure of the sentence (simple, compound, complex, compound-complex sentence) • Consistent Tense usage • Transitions		
4.	Content	• Focus-on-effects essay • Focus-on-causes essay		
5.	Mechanic	• Capitalization • Punctuation usage		

### Activity 4 Project Report

1. Your project is a written project. You need to upload your project under the final product section.
2. Before you upload it, please check your essay to avoid plagiarism through the SAS writing reviser/Grammarly link under the revising & proofreading the draft section and upload the result. The maximum score is 20%.





### Activity 5 Project Assessment

Your essay will be assessed through the following scoring rubric.

**(See the final product section)**

Your teacher will evaluate students' final project quality and also your project progress. This evaluation be done through the following scoring rubric.

Scoring rubric of essay writing

Aspect	Criteria	Score	Category
<b>Content:</b> Topic development	<ul style="list-style-type: none"> <li>- Thorough development of topic</li> <li>- Relevant to topic but lacks detail</li> <li>- Inadequate development of topic</li> <li>- Does not show knowledge about topic</li> </ul>	10 9 8 7	Very good Good Fair Poor
<b>Organization:</b> Paragraph structure	<ul style="list-style-type: none"> <li>- Write paragraph structure correctly</li> <li>- Loosely organized but ideas stand out</li> <li>- Incoherent ideas and lacks logical sequencing</li> </ul>	5 4 3 2	Very good Good Fair



Aspect	Criteria	Score	Category
	- Does not write paragraphs structure correctly		Poor
<b>Grammar:</b> Sentence structure/construction	- Use correct grammar (tenses used, pronouns, subject-verb agreement, etc.) - Several errors of tenses, pronoun, subject-verb agreement, but meaning not obscured - Major errors of tenses, pronoun, subject-verb agreement, but meaning obscured - Not mastery of sentence construction and dominated by errors	10 9 8 7	Very good Good Fair Poor
<b>Vocabulary:</b> Word choice/diction	- Employ accurate effective choice of words/ dictions - Employ accurate dictions but not effective - Employ lacks accuracy of diction but meaning not obscured - Errors in applying diction or word form, and meaning obscured	10 9 8 7	Very good Good Fair Poor
<b>Mechanics:</b> Spelling, punctuation, and capitalization	- Very little errors of mechanics - Few errors of mechanics, but meaning not obscured - Many errors of mechanics and meaning obscured - Dominated by errors of mechanics	5 4 3 2	Very good Good Fair Poor



## E. Lesson 5 Comparative-Contrast Essay



### 1. Learning Outcomes

At the end of this lesson, the students are expected to be able to:

Students are able to;

1. Distinguish comparison and contrast
2. Identify points of comparison
3. Organize comparison and contrast essay
4. Use comparative/contrast transitions to enhance coherence

### 2. Learning Method: Project-based Learning

### 3. Media: Padlet

<https://padlet.com/arimulianiahmad/EssayWritingLesson5>

### 4. Meeting: Week 9-10

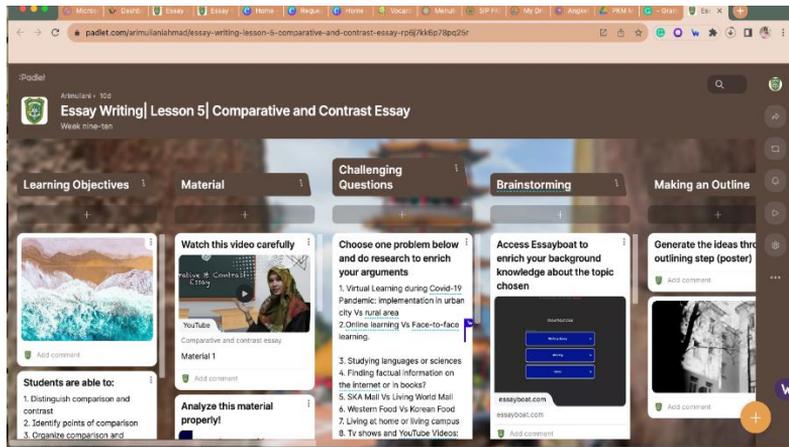
### 5. Teaching and Learning Process

Please follow these activities to learn Cause-Effect Essay in sequence!

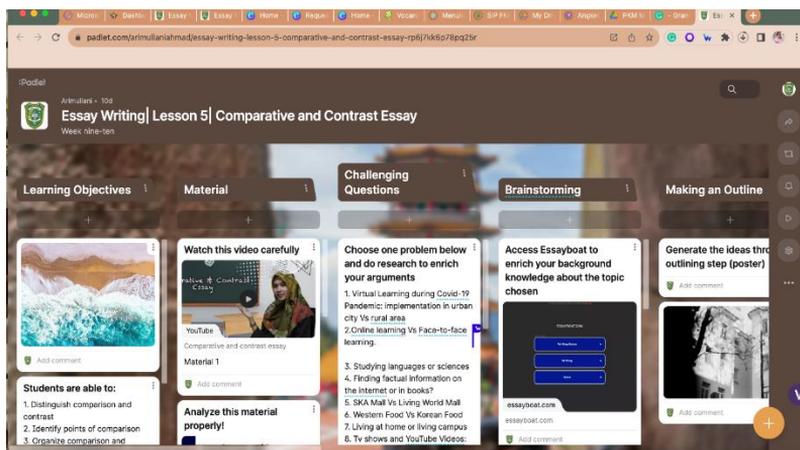
#### Activity 1 Project Planning



1. At the end of this lesson, you are expected to be able to:
  - a. Distinguish comparison and contrast;
  - b. Identify points of comparison;
  - c. Organize comparison and contrast essay;
  - d. Use comparative/contrast transitions to enhance coherence.



2. To construct your understanding about this lesson, please access the materials under the learning materials section.
3. Watch this video carefully **(see the material section for material 1)**



## Material 1

<https://www.youtube.com/watch?v=FWE9ynFTLSU>

**Learning Objectives**

Students are able to:

1. Distinguish comparison and contrast
2. Identify points of comparison
3. Organize comparison and contrast

**Material**

Watch this video carefully

YouTube  
Comparative and contrast essay

Material 1

Analyze this material properly!

**Challenging Questions**

Choose one problem below and do research to enrich your arguments

1. Virtual Learning during Covid-19 Pandemic: implementation in urban city Vs rural area
2. Online learning Vs Face-to-face learning.
3. Studying languages or sciences
4. Finding factual information on the internet or in books?
5. SKA Mall Vs Living World Mall
6. Western Food Vs Korean Food
7. Living at home or living campus
8. Tv shows and YouTube Videos.

**Brainstorming**

Access Essayboat to enrich your background knowledge about the topic chosen

essayboat.com

**Making an Outline**

Generate the ideas through outlining step (poster)

4. Analyze this material properly!

**(See the material section for material 2)**

**Learning Objectives**

Students are able to:

1. Distinguish comparison and contrast
2. Identify points of comparison
3. Organize comparison and contrast

**Material**

Watch this video carefully

YouTube  
Comparative and contrast essay

Material 1

Analyze this material properly!

**Challenging Questions**

Choose one problem below and do research to enrich your arguments

1. Virtual Learning during Covid-19 Pandemic: implementation in urban city Vs rural area
2. Online learning Vs Face-to-face learning.
3. Studying languages or sciences
4. Finding factual information on the internet or in books?
5. SKA Mall Vs Living World Mall
6. Western Food Vs Korean Food
7. Living at home or living campus
8. Tv shows and YouTube Videos.

**Brainstorming**

Access Essayboat to enrich your background knowledge about the topic chosen

essayboat.com

**Making an Outline**

Generate the ideas through outlining step (poster)

## Material 2

### Writing: Comparison and Contrast

Very often, a writing assignment will require you to compare and contrast two things, places, or people. In your history



class, you might be asked to compare and contrast the Greek and Roman empires; in your biology class, you might be required to compare and contrast DNA and RNA. Comparing and contrasting is a process we all do every day. This table shows some purposes for comparing and contrasting, along with examples of each purpose.

Purpose	Examples
To determine the superiority of one thing over another	Decide which car to buy by comparing features.  Persuade others to vote for a political candidate by <u>contrasting her plans with her opponent's plans.</u>
To explain something that is unknown by comparing it to something that is known	Explain what a barometer is by comparing it to a thermometer, but explain that it measures atmospheric pressure instead of temperature.  Describe how an electric car works by <u>contrasting its function with that of a gasoline-powered car.</u>
To show that two apparently similar things are in fact quite different or to show that two apparently dissimilar things are quite similar	Discover that two very different cultures have some important things in common.  Show how an author's new book or a musical group's new album is surprisingly different from the last one.
To show how something or someone has changed	Contrast how a favorite holiday was celebrated when you were a child with how that holiday is celebrated now.  Compare and contrast Haiti before and after the earthquake in 2010.

However, there is one thing to keep in mind: With comparison and contrast, the purpose is not just to point out similarities and differences but also to persuade, explain, or inform. Think about comparison and contrast as a method of development-not as a purpose for writing.



## Patterns of Organization

There are two basic patterns of organization for developing a comparison and contrast essay. Although they are called by various names, we will call Pattern A the *Point-by-Point* organization and Pattern B the *All of One/All of the Other* organization. To show how these patterns work, let's consider the topic of two automobiles: the Road Runner XL and the Speed Demon 280. Your points of comparison might be the cost of maintenance, performance, and comfort.

### Pattern A (Point-by-Point)

In this pattern, each point of comparison is discussed separately. Study the following organization.

**Thesis Statement:** The Speed Demon is a better car than the Road Runner.

- a. Cost of Maintenance
  - 1) The Road Runner
  - 2) The Speed Demon
- b. Performance
  - 1) The Road Runner
  - 2) The Speed Demon
- c. Comfort
  - 1) The Road Runner
  - 2) The Speed Demon



Pattern A (Point-by-Point) is useful for organizing complex topics. It is an easy pattern to follow because the comparison/contrast is made clear throughout the essay. For example, a paragraph comparing the cost of maintenance of the two automobiles might be developed as follows:

The Road Runner and the Speed Demon differ in cost of maintenance. The Road Runner is rather expensive to maintain. This car gets poor mileage, with 23 miles per gallon on the highway and 18 miles per gallon in the city. Moreover, it requires the more expensive premium gasoline. In addition, the Road Runner needs a tune-up every four months and an oil change every 90 days. The average driver who owns a Road Runner must pay approximately \$1,400 a year to keep this car running. The Speed Demon, on the other hand, is quite economical. It gets an impressive 38 miles per gallon on the highway and 34 in the city, and unlike the Road Runner, the Speed Demon takes the less costly regular gasoline. In addition, whereas the Road Runner requires tune-ups and oil changes, the Speed Demon requires little maintenance. It needs to be tuned up only every 12 months; the oil needs to be changed only every four months. In summary, instead of paying \$1,400 per year to keep the car running, the owner of a Speed Demon spends only \$600, which is significantly less. The previous paragraph can be outlined as follows:

- a. The Road Runner and the Speed Demon differ in cost of maintenance.



b. The Road Runner is rather expensive to maintain.

- 1) Mileage
- 2) Tune-ups
- 3) Oil changes
- 4) Average cost of maintenance

c. The Speed Demon is economical to maintain.

- 1) Mileage
- 2) Tune-ups
- 3) Oil changes
- 4) Average cost of maintenance

Because the paragraph is rather long, it is even possible to break it into two paragraphs, with two controlling ideas: (1) “The Road Runner is rather expensive to maintain” and (2) “The Speed Demon, on the other hand, is quite economical

### **Vocabularies Building:**

**Materialize - (v.)** menjadi nyata atau terwujud; muncul atau menjadi kenyataan.

**Remain Constant - (phrase)** tetap tidak berubah atau tetap pada tingkat yang sama selama periode waktu tertentu.

**Evolve - (v.)** berkembang atau berubah dari waktu ke waktu, seringkali dalam cara yang lebih kompleks atau maju.

**Prior - (adj.)** sebelumnya; yang terjadi sebelumnya dalam waktu atau urutan.



**Reveal - (v.)** mengungkapkan atau menampilkan sesuatu yang sebelumnya tersembunyi atau tidak diketahui.

**Obscure - (v.)** menyembunyikan atau mengaburkan sesuatu sehingga sulit dipahami atau dilihat dengan jelas.

**Appear - (v.)** muncul atau menjadi terlihat.

**With Bias - (phrase)** dengan prasangka atau kecenderungan untuk memihak atau menentang sesuatu.

**Resist Change - (phrase)** menolak perubahan atau berusaha untuk tetap pada kondisi atau status quo yang ada.

**Preceding - (adj.)** yang terjadi sebelum atau mendahului sesuatu yang lain dalam urutan waktu atau peristiwa.

**Successive - (adj.)** berurutan; mengikuti satu sama lain dalam urutan.

**Make Apparent - (phrase)** membuat sesuatu menjadi jelas atau nyata.

**Disappear - (v.)** menghilang; tidak lagi terlihat atau ada.

**Subsequent - (adj.)** yang terjadi setelah sesuatu yang lain dalam waktu atau urutan.

**Adjust - (v.)** menyesuaikan atau mengubah sesuatu agar sesuai atau cocok dengan situasi atau kebutuhan.

**Dispassionately - (adv.)** tanpa emosi atau perasaan; secara objektif.

**Conceal - (v.)** menyembunyikan atau menyembunyikan sesuatu dari pandangan atau pengetahuan orang lain.

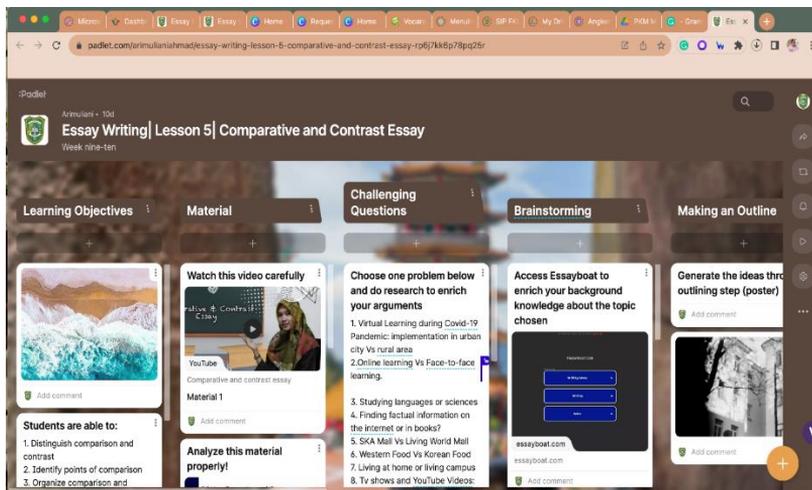
**Become Invisible - (phrase)** menjadi tidak terlihat atau tidak terdeteksi.



**Impersonally - (adv.)** secara tidak pribadi; tanpa melibatkan perasaan atau kepribadian seseorang.

**Emotionally - (adv.)** dengan melibatkan atau berdasarkan emosi atau perasaan.

5. To manage your project schedule, please follow the project timeline **(see the written project section).**

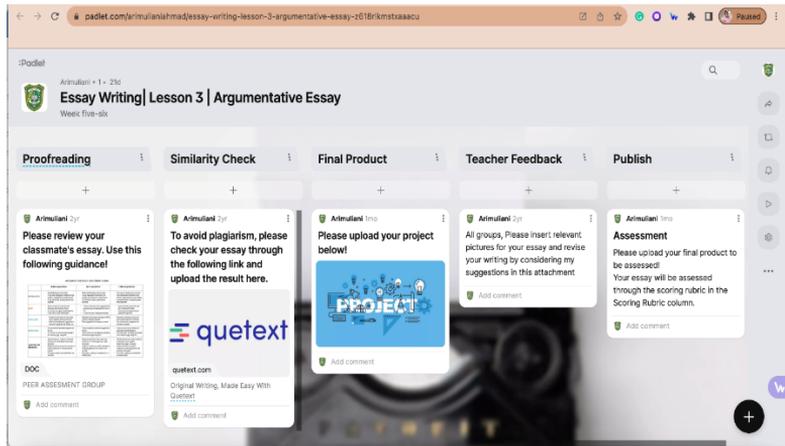


## Activity 2 Project Introduction

1. You are expected to Comparative-Contrast essay by choosing one options below.
  - a. How Covid-19 pandemic affects economic?
  - b. The effect of online learning during Covid-19 pandemic in higher education.
  - c. How Android/IOS apps affect students' English proficiency.
  - d. What are the effects of the COVID-19 pandemic on mental health?

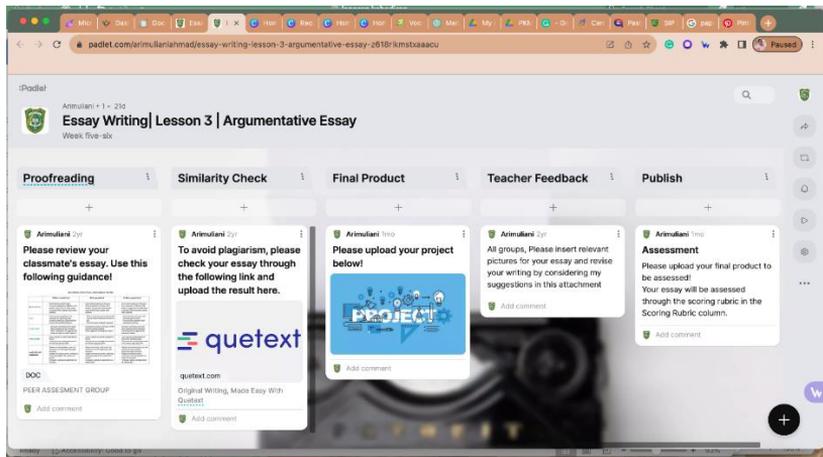
**See the challenging questions section!**





2. Write an essay that consists of at least consists of five paragraphs. It is about 700 words maximum.

**See the written project section.**



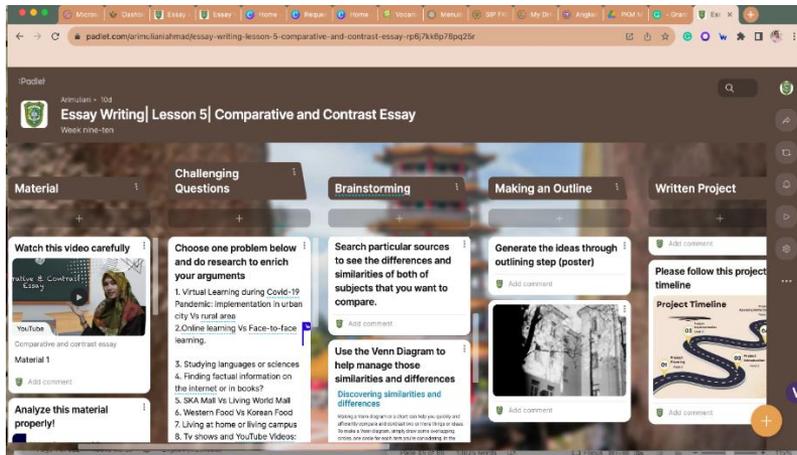
3. If you have any questions, leave the comment under the section!

### Activity 3 Project Implementation

In this step, you are expected to do inquiry and research process. Please follow the following steps.



1. Access Essay boat to enrich your background knowledge about the topic chosen **(See the brainstorming section).**



2. Search particular sources to see the differences and similarities of both subject that you want to compare.

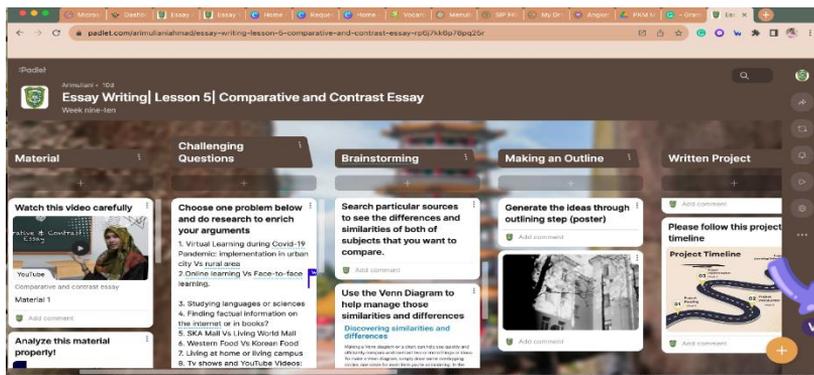
**(See the brainstorming section)**

3. Use the Venn Diagram to help manage those similarities and differences

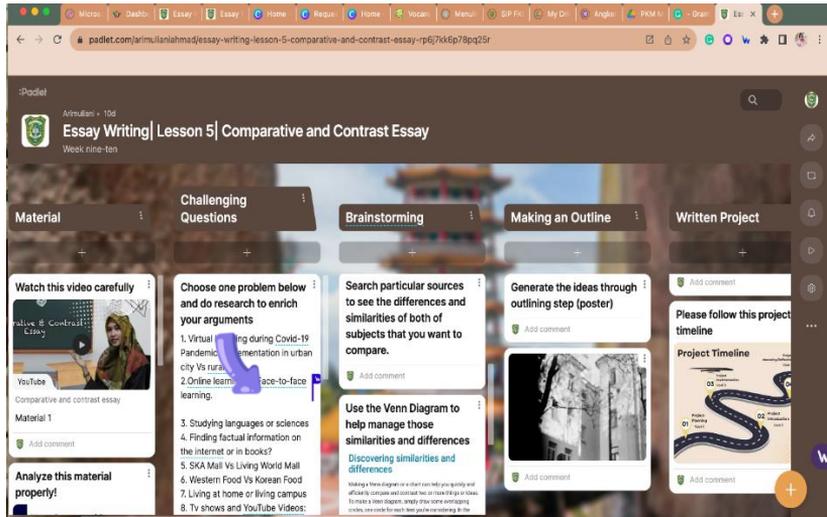
**(See the brainstorming section)**

4. Generate the ideas through outlining step (poster).

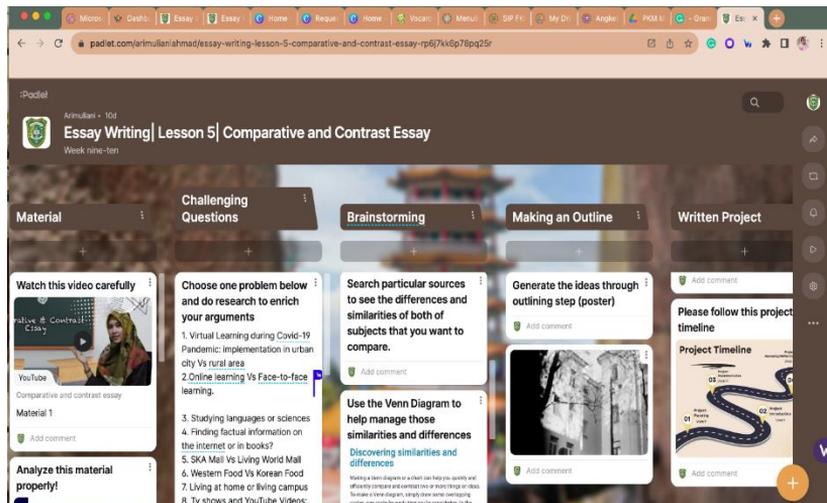
**(See the making an outlining section)**



5. Write your draft and check it with Outwrite. Install the extension of Outwrite for Ms. Word (Adds-in)  
**(See the written project section)**



6. Ask your peer to give feedbacks for your essay by filling following form!  
**(See the getting feedback section)**



## Peer-Assessment

Name writer :

Title of Essay :

Name of Reviewer :

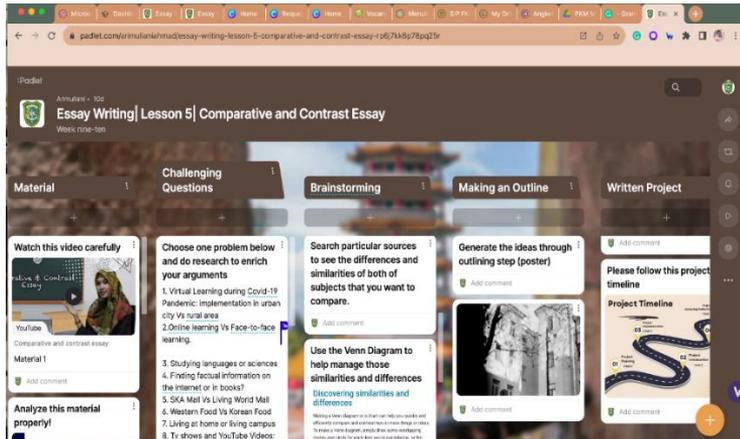
Checklist the following table to proofread your classmates' essay!

No	Indicator	Activity		Checklist	Comment
1.	Organization	Introduction	Hook Connecting information Thesis		
		Body	Effect 1/cause 1 Effect 2/cause 2 Effect 3/cause 3		
		Conclusion	Restated Thesis Suggestion/opinion/ prediction		
2.	Vocabulary	<ul style="list-style-type: none"> <li>• Correct context</li> <li>• Synonyms usage to avoid repetition</li> <li>• Antonyms</li> <li>• Collocation</li> </ul>			
3.	Grammar	<ul style="list-style-type: none"> <li>• Active sentence dominant</li> <li>• Various structure of the sentence (simple, compound, complex, compound-complex sentence)</li> <li>• Consistent Tense usage</li> <li>• Transitions</li> </ul>			
4.	Content	<ul style="list-style-type: none"> <li>• Focus-on-effects essay</li> <li>• Focus-on-causes essay</li> </ul>			
5.	Mechanic	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation usage</li> </ul>			



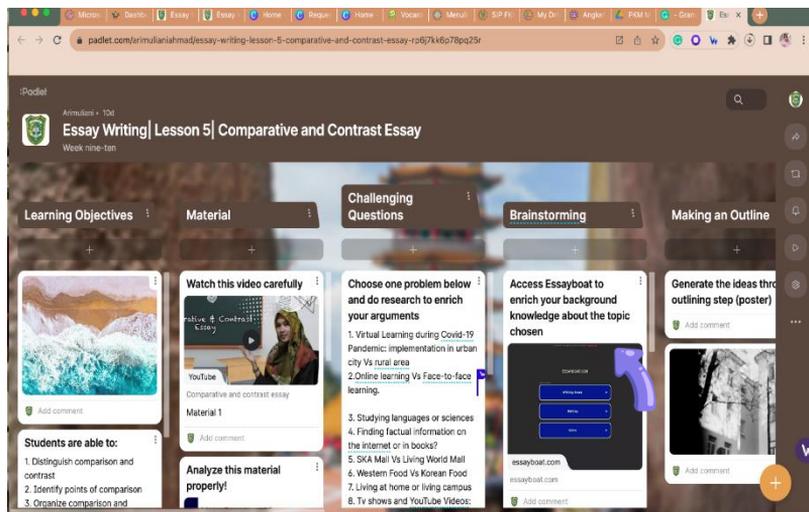
## Activity 4 Project Report

Present your final project under Final Product section!



## Activity 5 Project Assessment

1. Your essay will be assessed through the following scoring rubric (see the scoring rubric section).



2. Your project will be assessed through the following scoring rubric

Scoring rubric of essay writing:



Aspect	Criteria	Score	Category
<b>Content:</b> Topic development	- Thorough development of topic	10	Very good
	- Relevant to topic but lacks detail	9	Good
	- Inadequate development of topic	8	Fair
	- Does not show knowledge about topic	7	Poor
<b>Organization:</b> Paragraph structure	- Write paragraph structure correctly	5	Very good
	- Loosely organized but ideas stand out	4	Good
	- Incoherent ideas and lacks logical sequencing	3	Fair
	- Does not write paragraphs structure correctly	2	Poor
<b>Grammar:</b> Sentence structure/construction	- Use correct grammar (tenses used, pronouns, subject-verb agreement, etc.)	10	Very good
	- Several errors of tenses, pronoun, subject-verb agreement, but meaning not obscured	9	Good
	- Major errors of tenses, pronoun, subject-verb agreement, but meaning obscured	8	Fair
	- Not mastery of sentence construction and dominated by errors	7	Poor
<b>Vocabulary:</b> Word choice/diction	- Employ accurate effective choice of words/ dictions	10	Very good
	- Employ accurate dictions but not effective	9	Good
	- Employ lacks accuracy of diction but meaning not obscured	8	Fair
	- Errors in applying diction or word form, and meaning obscured	7	Poor
<b>Mechanics:</b> Spelling, punctuation, and capitalization	- Very little errors of mechanics	5	Very good
	- Few errors of mechanics, but meaning not obscured	4	Good
	- Many errors of mechanics and meaning obscured	3	Fair
	- Dominated by errors of mechanics	2	Poor



## F. Lesson 6 Summary/Response Essay



### 1. Learning Outcomes:

At the end of this lesson, the students are expected to be able to:

1. Identify and understand the summary/response essay;
2. Identify points of summary and response in developing paragraphs;
3. Organize essay;
4. Use active and passive voice properly.

### 2. Learning Method: Project-based Learning

### 3. Media: Padlet

<https://padlet.com/arimulianiahmad/essay6>

### 4. Meeting: Week 11-12



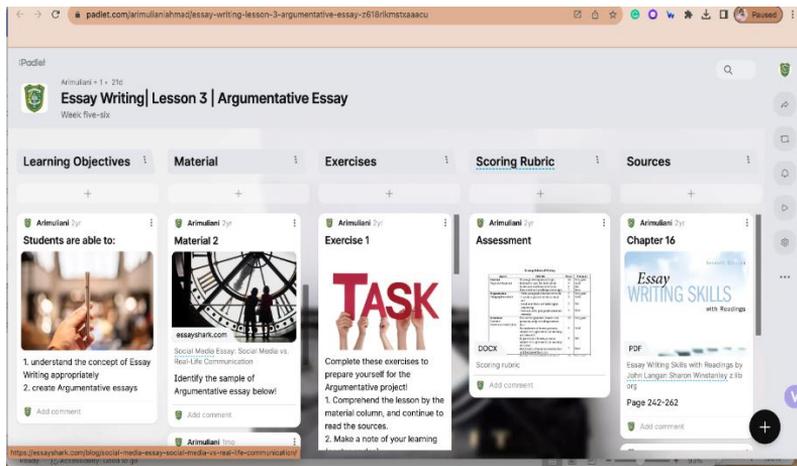
## 5. Teaching and Learning Process

Please follow these activities to learn Cause-Effect Essay in sequence!

### Activity 1 Project Planning

1. At the end of this lesson, you are expected to be able to
  - a. Identify and understand the summary/response essay;
  - b. Identify points of summary and response in developing paragraphs;
  - c. Organize essay;
  - d. Use active and passive voice properly.

**See the learning objectives section!**



The screenshot shows a Padlet board for 'Essay Writing | Lesson 3 | Argumentative Essay'. The board is organized into five columns: Learning Objectives, Material, Exercises, Scoring Rubric, and Sources. Each column contains a card with relevant content. The 'Learning Objectives' card lists two points: '1. understand the concept of Essay Writing appropriately' and '2. create Argumentative essays'. The 'Material' card features an image of a globe and the text 'Social Media Essay: Social Media vs. Real-Life Communication' with the instruction 'Identify the sample of Argumentative essay below!'. The 'Exercises' card has a large 'TASK' graphic and asks students to 'Complete these exercises to prepare yourself for the Argumentative project!'. The 'Scoring Rubric' card displays a table with criteria and scores. The 'Sources' card shows a PDF titled 'Chapter 16 Essay Writing Skills with Readings' by John Langan and Sharon Winstanley.

2. To construct your background knowledge about this lesson, please learn the materials provided under the material section.



Padlet

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## Essay Writing | Lesson 3 | Argumentative Essay

Week five-six

Learning Objectives | Material | Exercises | Scoring Rubric | Sources

**Students are able to:**



1. understand the concept of Essay Writing appropriately
2. create Argumentative essays

Add comment

**Material 2**



essayshark.com

Social Media Essay- Social Media vs. Real-Life Communication

Identify the sample of Argumentative essay below!

Add comment

**Exercise 1**



Complete these exercises to prepare yourself for the Argumentative project

1. Comprehend the lesson by the material column, and continue to read the sources.
2. Make a note of your learning

**Assessment**

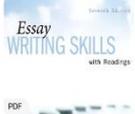


DOCX

Scoring rubric

Add comment

**Chapter 16**



PDF

Essay Writing Skills with Readings by John Langdon Sharon Winstanley 2 lib.org

Page 242-262

Add comment

<https://essayshark.com/blog/social-media-essay-social-media-vs-real-life-communication/>

### Material 1

Note

A summary demonstrates your understanding of a reading's main ideas. Then your response allows you to analyze it, compare or contrast it with other material you have studied, agree or disagree with its claims, or expand on the claims further.





01

## Analyzing the Model

The model is based on assignment.

## Assignment

The model essay summarizes and responds to an article by Richard Rodriguez's. The model is based on the assignment.

Write an essay in which summarize the article "An Education in Language" and then explain what do you think Richard Rodriguez's parents might have done in order to maintain a close relationship with Richard as he learned English and succeeded in school.



02

## Distinguish between objective and subjective points of view



## You need to know...

1. In summary/ response essay, the opening paragraph addresses the summary and it must be objective. It must report only what you have read; it does not include your opinions or interpretations. Therefore, a well-written summary should never include the personal pronouns I or me.
2. On the other hand, response , which follows the summary, is subjective and consists of your interpretation of opinions about the material summarized at the beginning of the essay.

You need to know its organization!

03

Summarize an essay in introductory paragraph

04

Plan and write a response to the essay



### Introductory Paragraphs

The summary appears in the opening paragraph(s). It identifies the author, topic, and title of the reading and states the main ideas, usually in the sequence of the original. The final sentence can restate the topic or transition into the response.



### First Body Paragraphs

The response appears in the remaining paragraph. The first paragraphs of the body transitions into the response and state the central claim of the reaction (thesis).

**Transition:** restates the author's name and recycles language from the previous paragraph

**Thesis:** States his belief that the author's life might have been easier if his parents had done things differently.

### The summary

- You must state the author's main idea and key points in your own words. Provide the author's name (if one is given) and the title of the material you are summarizing.
- Write the summary as a unified, coherent paragraph, beginning with a thesis statement that states the central idea of the material. Although the summary may include a few details, examples, or quotations, most of the specific information should be incorporated as support for claims in the response.



### Subsequent Body Paragraphs

Each subsequent body paragraph states a main supporting idea to your claim and supports it with examples, details, and explanations.

**Paragraph 3:** parents could have spoken English as well as Spanish at home

**Paragraph 4:** parents could have exposed the author to both Spanish-speaking and English-speaking cultures

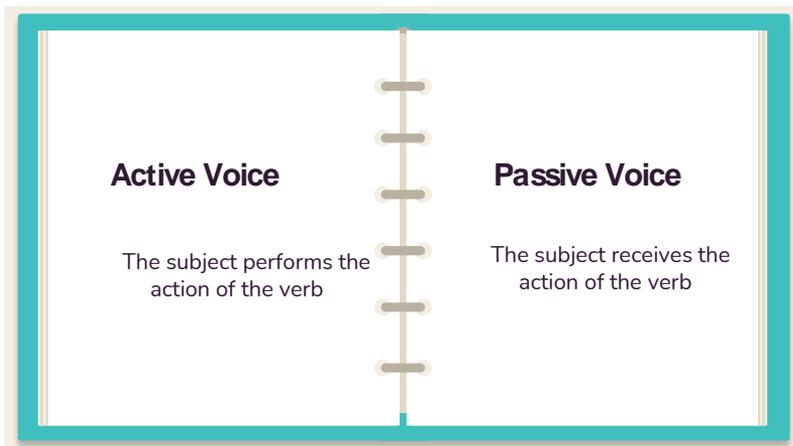
**Paragraph 5:** his father need not have displayed his own bitterness toward “Gringo” culture

### The response

- The remainder of the essay consists of a response to the summary, in which you develop and support your own thesis. The response should begin with a transition and a statement of your thesis, which can appear either at the end of the summary or in the paragraph immediately following summary.
- Your goal- and the main goal of the essay- is to present and develop an original, logical argument. Unlike the summary, a response is subjective; it expresses your interpretations, opinions, and arguments. FOR EXAMPLE, you may agree or disagree with one or more claims in the reading. You may now use the first-person personal pronoun *I*, *me*, or *mine*. For instance, in paragraph 2 of the writing model, the author states his thesis in the first person, "... I believe that certain steps could have made the changes in Rodriguez's life easier."
- You should expand on the main ideas in the reading by relating them to your own experiences, your knowledge of the subject matter or other concepts or readings you have studied in the course. Throughout the response, you should support your claims with short quotations or paraphrases from reading.

### 5. Using Passive and Active Voice Appropriately





**Active voice:** Many people in Latin America speak Spanish

**Passive voice:** Spanish is spoken throughout most of Latin America

A passive voice verb includes some form of *to be* and the *past participle*. The verb can occur in any tense:

**Present Tense** : Foreign language **is taught** in many high schools

**Past Tense** : The holiday **was celebrated** on Sunday

**Future Tense** : Final grades **will be mailed** after the holidays

**Present Perfect Tense:** The distance from the earth to the moon **has been precisely calculated**.

Rules	Examples
1. Use the passive voice when the action is more important than the person who performs it.	Spanish <b>is spoken</b> throughout most of Central America, South America, and most of the United States.  <i>(The identities of the speakers are not important)</i>



2. Use the passive voice when we do not know or care who performed the action.	My wallet <b>was stolen!</b> <i>(You do not know who stole the wallet.)</i>
3. Use the passive voice to describe processes.	The children <b>are sent</b> to school where they <b>are taught</b> only in English.
4. Use the passive voice to introduce formal evidence.	A distinction <b>can be made</b> between the intimate family culture and the public culture.

To decide whether or not you want to use passive or active voice, think about what you wish to emphasize. The passive voice is logical and appropriate in some circumstances above. However, many statements in the passive voice result in problems. Because they do not specify who performs the action, the statements are unclear, or they sound awkward and unnatural. Compare these sentences in the passive and active voices:

**Passive voice:** The homework was finally completed at 3:00 AM.

*(Who completed it?)*

Adding words to the passive voice to specify who performs the action not only makes the sentence longer, but also unnatural sounding:

**Passive voice:** The homework was completed by me at 3:00 AM

*(This sounds awkward and uses more words than the active voice statement)*

Instead, the sentence requires the active voice.

**Active voice:** I completed my homework at 3:00 AM.



## **Material 2**

This following example demonstrates the structure of a summary and response essay. The summary section provides a concise overview of the two articles, while the response section presents the writer's thoughts and opinions on the topic, drawing on the information from the summaries.

**Title: "The Impact of Social Media on Society"**

### **Introduction:**

In the age of digital communication, social media has become an integral part of our lives. This essay explores the impact of social media on society, drawing on the insights from two articles, "The Positive Effects of Social Media" by Jane Doe and "The Dark Side of Social Media" by John Smith.

### **Summary:**

In Jane Doe's article, she highlights the positive effects of social media. She argues that social Media platforms have brought people from different corners of the world closer together. They have facilitated connections, fostered communication, and allowed individuals to express their creativity. According to Doe, social media has played a pivotal role in social and political movements, giving voice to marginalized communities.

On the other hand, John Smith's article delves into the darker aspects of social media. Smith asserts that the addictive nature of social media can lead to negative consequences, such as reduced face-to-face interactions and



decreased productivity. He also discusses the spread of misinformation and the potential for cyberbullying on these platforms.

**Response:**

While both articles offer valuable insights, it is clear that the impact of social media is complex and multifaceted. I agree with Jane Doe that social media has the potential to create positive change in society. It has indeed connected people globally, enabling the sharing of ideas and the mobilization of social movements. However, I also share concerns raised by John Smith regarding the addictive nature of social media. It is crucial for individuals to find a balance between online and offline interactions to maintain healthy relationships and productivity.

In conclusion, social Media's impact on society is a topic that warrants ongoing discussion and analysis. It is a powerful tool that can be harnessed for positive change, but it also carries risks that need to be addressed. As users of social media, we must be mindful of its effects and use it responsibly to maximize its benefits while minimizing its drawbacks.

**Vocabularies Building:**

**Summarize** - To provide a concise overview of the main points or ideas in a text.

**Discuss** - To talk about or examine in detail the key aspects of the text.



**Analyze** - To examine the text critically, often by breaking it down into its components and explaining their significance.

**Evaluate** - To assess the strengths and weaknesses of the text's arguments or ideas.

**Explain** - To clarify or make clear the meaning of specific points or concepts in the text.

**Illustrate** - To provide examples or evidence from the text to support your points.

**Contrast** - To compare the differences between ideas or arguments presented in the text.

**Compare** - To examine the similarities between ideas or arguments presented in the text.

**Support** - To provide evidence or reasons that back up your response or summary.

**Criticize** - To express your negative opinions or objections to certain aspects of the text.

**Highlight** - To emphasize or bring attention to important points or arguments in the text.

**Address** - To deal with or respond to specific issues or concerns raised in the text.

**Emphasize** - To stress the significance or importance of certain ideas or concepts in the text.

**Explore** - To delve deeper into specific topics or themes presented in the text.

**Reference** - To cite or mention specific parts of the text to support your analysis or response.



**Interpret** - To offer your understanding or interpretation of the text's meaning.

**Critique** - To provide a detailed analysis and evaluation of the text's strengths and weaknesses.

**Agree** - To express your alignment or agreement with certain ideas or arguments in the text.

**Disagree** - To express your disagreement or opposition to certain ideas or arguments in the text.

**Summarize** - To provide a concise overview of the text's main points.

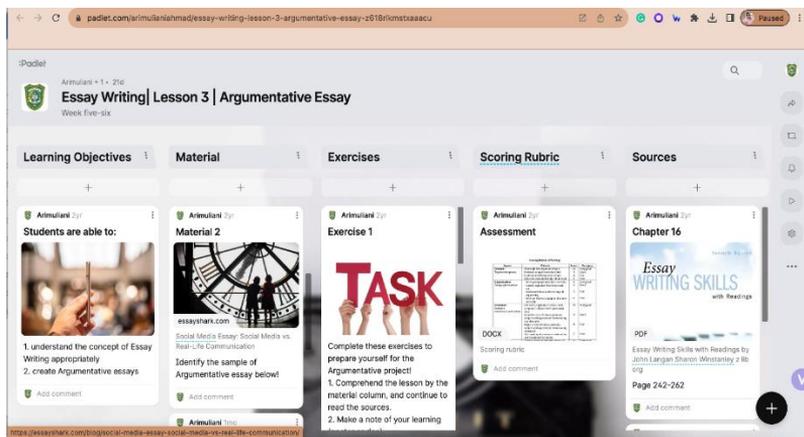
**Paraphrase** - To restate the text's ideas in your own words.

**Quote** - To directly cite passages from the text to support your analysis.

**Elaborate** - To provide additional details or explanations for specific points in the text.

**Challenge** - To question or contest certain ideas or assumptions presented in the text.

3. Please pay attention to Project timeline to manage your project (**see the schedule under the project section**)!



The screenshot shows a Padlet board with the title "Essay Writing Lesson 3 | Argumentative Essay" and "Week Five-six". The board is organized into five columns: Learning Objectives, Material, Exercises, Scoring Rubric, and Sources. Each column contains a card with content related to the lesson. The "Exercises" card features a large red "TASK" graphic and instructions to complete exercises for an argumentative project. The "Sources" card includes a PDF titled "Essay Writing Skills with Readings" by John Langan and Sharon Winstanley.



## Activity 2 Project Introduction

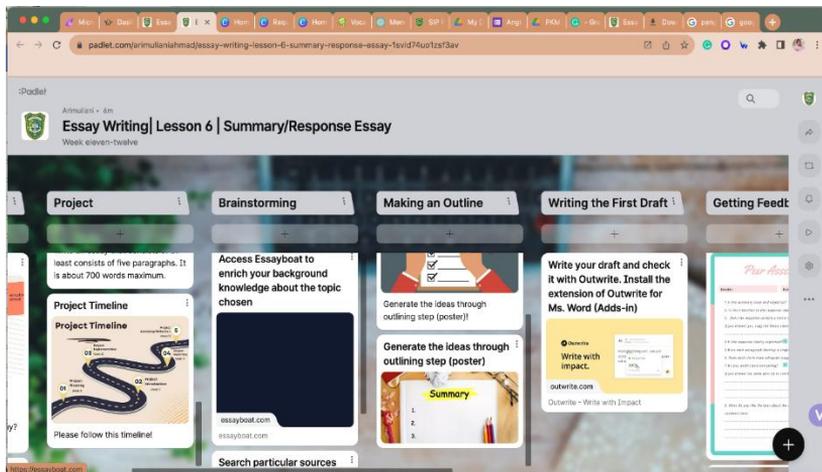
You need to create a written project about Summary/Response Essay. This essay consists of at least consists of five paragraphs. It is about 700 words maximum.

## Activity 3 Project Implementation

In this phase, you need to do inquiry and research process to construct your understanding in creating a Summary/Response Essay. Please follow the steps below!

1. Access Essay boat to enrich your background knowledge about the topic chosen.

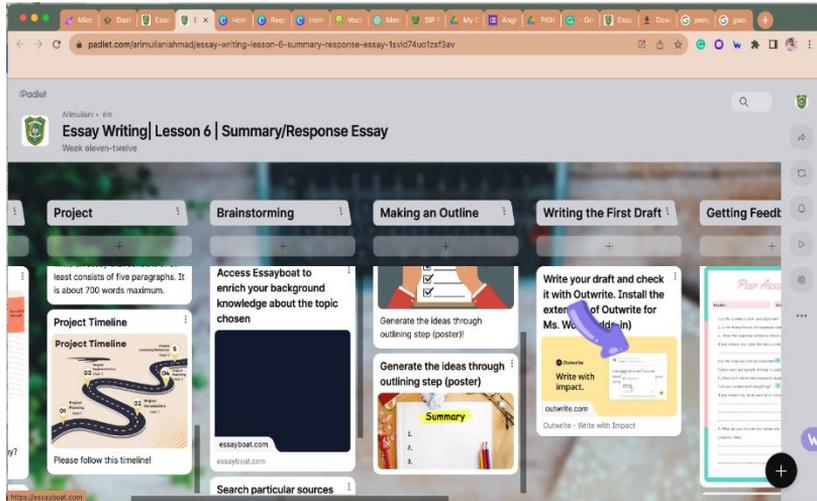
**(See the brainstorming section)**



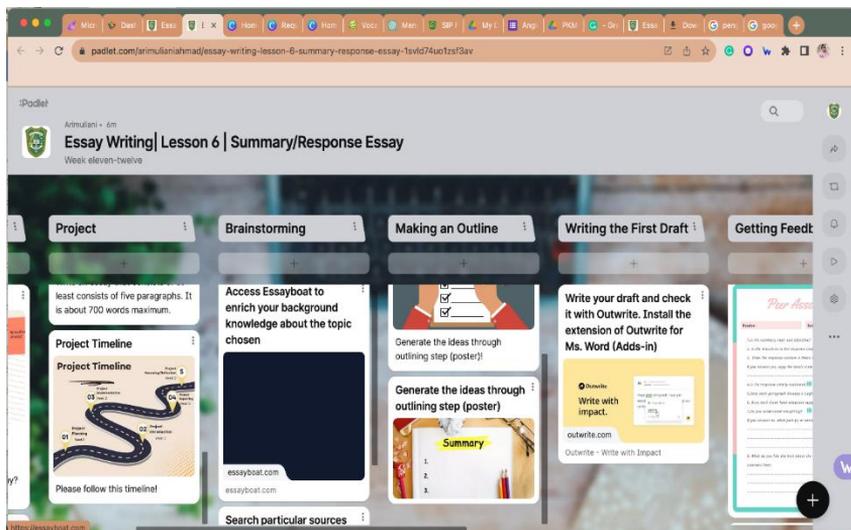
2. Generate the ideas through outlining step (poster)

**(See the making an outlining section)**



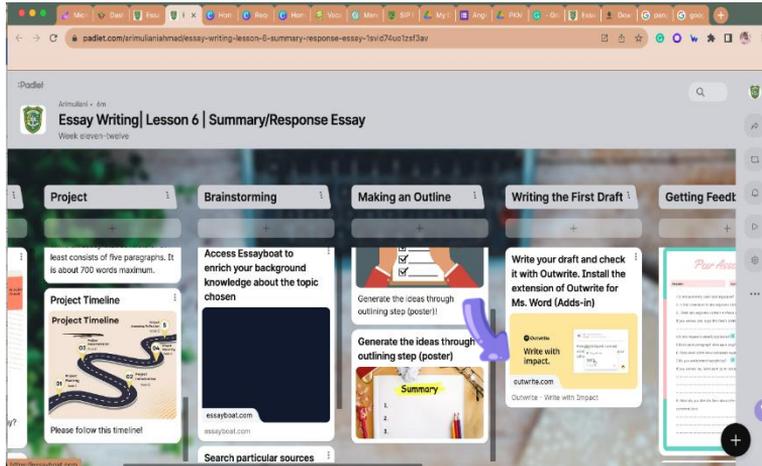


3. Write your draft and check it with Outwrite. Install the extension of outwrite for ms. word (adds-in)  
**(See the writing the first draft section)**



4. Ask your peer to give feedbacks for your essay by filling following form!  
**(See the getting feedback section)**





5. Revise your draft based on self-assessment comments and SAS Writing Reviser (**See the getting feedback section**)

## Self-assessment

**Writer:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Format**

- My essay is correctly formatted (title centered, first line indented, margins on both sides, double-spaced)  Yes  No

**Organization**

- My opening paragraph summarizes the material and includes the author's name (if one is mentioned) and the title.  Yes  No
- My summary is objective, it does not contain any of my opinions  Yes  No
- I introduce my response through thesis statement.  Yes  No
- My response continually addresses the summary.  Yes  No
- I back up my claims with quotations, paraphrases, and examples from the source  Yes  No
- I establish clear relationships between ideas through transitions  Yes  No

**Grammar and Sentence Structure**

- I checked my paper for awkward use of passive voice  Yes  No
- I used the correct forms of nouns, verbs, and adjectives  Yes  No

**Personal Grammar Trouble Spots**      **Number Found and corrected**  
*(Verb tense, articles, word order, etc)*



# Peer Assessment

Reader:

Date:

1. Is the summary clear and objective?  Yes  No
2. Is the transition to the response clear?  Yes  No
3. Does the response contain a thesis statement?  Yes  No

If you answer yes, copy the thesis statement below.

4. Is the response clearly explained?  Yes  No

5. Does each paragraph develop a single claim?  Yes  No

6. Does each claim have adequate support?  Yes  No

7. Do you understand everything?  Yes  No

If you answer no, what part (s) or sentence (s) don't you understand?

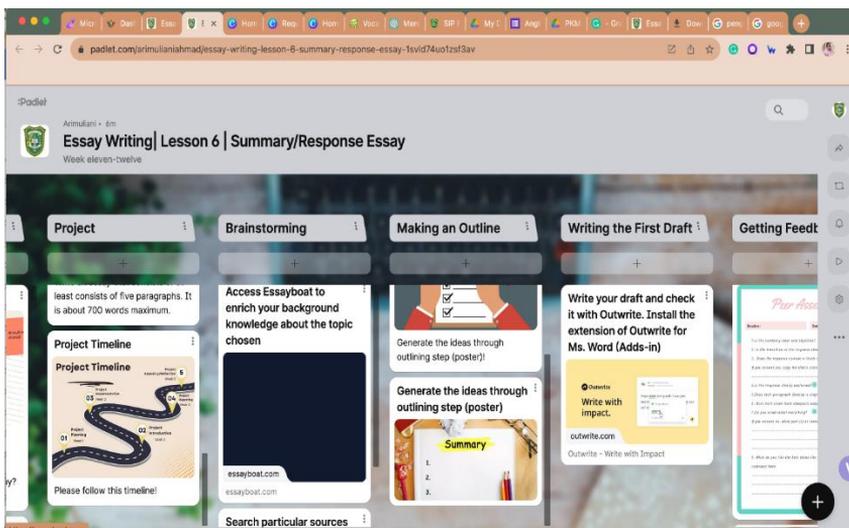
8. What do you like the best about the essay? Write one positive comment here.

6. To avoid plagiarism, please check your essay through the following link and upload the result here. The maximum score is 20% **(See getting feedback section)**.

## Activity 4 Project Reporting

Your project must be submitted by the deadline. Upload it under the final product section!





## Activity 5 Project Assessment

Your essay will be assessed through the following scoring rubric (see the scoring rubric section)!

Scoring rubric of essay writing:

Aspect	Criteria	Score	Category
<b>Content:</b> Topic development	<ul style="list-style-type: none"> <li>- Thorough development of topic</li> <li>- Relevant to topic but lacks detail</li> <li>- Inadequate development of topic</li> <li>- Does not show knowledge about topic</li> </ul>	10 9 8 7	Very good Good Fair Poor
<b>Organization:</b> Paragraph structure	<ul style="list-style-type: none"> <li>- Write paragraph structure correctly</li> <li>- Loosely organized but ideas stand out</li> <li>- Incoherent ideas and lacks logical sequencing</li> <li>- Does not write paragraphs structure correctly</li> </ul>	5 4 3 2	Very good Good Fair Poor
<b>Grammar:</b> Sentence structure/construction	<ul style="list-style-type: none"> <li>- Use correct grammar (tenses used, pronouns, subject-verb agreement, etc.)</li> <li>- Several errors of tenses, pronoun, subject-verb agreement, but meaning not obscured</li> </ul>	10 9 8	Very good Good Fair



Aspect	Criteria	Score	Category
	<ul style="list-style-type: none"> <li>- Major errors of tenses, pronoun, subject-verb agreement, but meaning obscured</li> <li>- Not mastery of sentence construction and dominated by errors</li> </ul>	7	Poor
<b>Vocabulary:</b> Word choice/diction	- Employ accurate effective choice of words/ dictions	10	Very good
	- Employ accurate dictions but not effective	9	Good
	- Employ lacks accuracy of diction but meaning not obscured	8	Fair
	- Errors in applying diction or word form, and meaning obscured	7	Poor
<b>Mechanics:</b> Spelling, punctuation, and capitalization	- Very little errors of mechanics	5	Very good
	- Few errors of mechanics, but meaning not obscured	4	Good
	- Many errors of mechanics and meaning obscured	3	Fair
	- Dominated by errors of mechanics	2	Poor







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## Biography of Writers



**Dr. Arimuliani Ahmad, S.Pd., M.Pd.,** seorang praktisi pendidikan yang lahir di Bangkinang, 23 Juli 1989. Beliau telah menyelesaikan magisternya Prodi Pendidikan Bahasa Inggris di Universitas Negeri Padang pada tahun 2014. Saat ini telah menyelesaikan program doktor di

Universitas Negeri Padang Prodi Ilmu Keguruan Bahasa. Beliau mengabdikan dirinya untuk almamater S-1 yakni Universitas Islam Riau sejak tahun 2014. Penelitian beliau mengarah pada Integrasi *ICT (Information communication Technology)* dan *AI (Artificial Intelligence)* dalam pengajaran Bahasa Inggris. Beliau merupakan pemakalah aktif di konferensi nasional dan internasional dan aktif mempublikasikan penelitiannya pada jurnal nasional dan internasional.

Semangat mengintegrasikan teknologi dalam membantu mahasiswa menguasai keterampilan berbahasa Inggris, khususnya keterampilan menulis, mendorong beliau untuk memfokuskan semua penelitiannya dalam bidang ini. Beliau pernah mendapatkan penghargaan dalam Pameran Internasional di Perlis tahun 2016, atas pengembangan media ajar untuk siswa sekolah dasar berbasis aplikasi Android dengan nama Aplikasi Barcorious yang mana telah memiliki pengakuan HKI (Hak Kekayaan Intelektual). Karya terbaru



beliau *Bahan Ajar Essay Writing berbasis Project-based Learning berbantuan Padlet* untuk pengajaran menulis esai.



**Prof. Dr. Mukhaiyar, M.Pd.,** lahir di Bukittinggi Sumatera Barat 75 tahun lalu dan memperoleh gelar doktor ilmu pendidikan dalam pendidikan bahasa, khususnya pendidikan Bahasa Inggris pada tahun 1992 di IKIP Jakarta. Beliau pernah mengikuti pendidikan ahli perpustakaan perguruan tinggi 1980 di Universitas Indonesia dan mendapatkan 'Dip. TESL, Diploma dalam Teaching English as Second Language' di Victoria University of Wellington, New Zealand tahun 1981. Selain itu, beliau juga pernah menjadi 'visiting scholar' di University of London tahun 2007, State University of Ohio tahun 2008 and 2009, Indiana University and Illionis University at Urbana Champaign Amerika tahun 2009. Beliau merupakan pemakalah aktif di berbagai konferensi dan seminar dalam dan luar negeri, antara lain di Kobe tahun 2013 dan Nagoya Jepang tahun 2019.





**Prof. Dr. Atmazaki, M.Pd.,** lahir di Batuhampar, 50 Kota, Sumatera Barat pada 28 Agustus 1959. Menyelesaikan Pendidikan SD di Batuhampar 1972, Tsnowiyah Almanar di Batuhampar 1976, SMAN I di Padang 1979. Menyelesaikan S-1 di IKIP Padang 1983, S-2 di IKIP Bandung 1992, Doktor di Universitas Negeri Jakarta tahun 2004. Pada tahun 2005 diangkat sebagai Guru Besar tetap di Universitas Negeri Padang. Beliau menulis berbagai artikel di koran lokal, menulis sejumlah artikel di jurnal nasional dan internasional bereputasi. Menulis sejumlah buku yang diterbitkan secara resmi oleh penerbit lokal dan nasional. Hampir semuanya bernuansa bahasa dan sastra Indonesia. Pernah studi banding ke Universitas Tasmania (1977) dan Universitas Sydney (2003), pernah menyajikan makalah di berbagai Universitas Malaysia (2007-2009). Sekarang menetap di Padang sebagai dosen tetap Universitas Negeri Padang.



# Essay Writing

## Students Guide Book

Buku *Essay Writing (Students Guide Book)* ini didesain untuk mahasiswa perguruan tinggi pada Program Studi Pendidikan Bahasa Inggris yang akan mengambil mata kuliah *Essay Writing*. Buku ini berisi tentang materi *Introduction to Essay and It's Structure, Grammar Application to Writing, Argumentative Essay, Cause-Effect Essay, Comparative-Contrast Essay, dan Summary/Response Essay*.

Buku ini digunakan terintegrasi dengan *project based learning* berbantuan Padlet. Mahasiswa dapat mengikuti aktivitas-aktivitas dan materi-materi pembelajaran berbasis proyek yang telah dipaparkan secara jelas di dalam buku ini. Buku ini didesain agar dapat memfasilitasi tidak hanya keterampilan kognitif saja, akan tetapi juga keterampilan abad ke-21 yakni keterampilan berfikir kritis, inovatif, dan kolaboratif.

Buku ini dapat diselesaikan dengan baik berkat dukungan dari berbagai pihak. Kami berharap semoga buku ini dapat memberikan pengalaman belajar yang menyenangkan bagi mahasiswa dengan bervariasinya materi, aktivitas, dan proyek yang diberikan sehingga dapat meningkatkan kualitas pembelajaran dan keterampilan menulis mahasiswa yang ditandai dengan tercapainya tujuan pembelajaran mata kuliah *Essay Writing*.



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