<table>
<tr><td colspan="6">English Semantics and Pragmatics</td></tr>
<tr><td colspan="2">Module/Course Title
English Correspondence</td><td>Student Workload
340 minutes/5.7 hours x 14 = 80 hours</td><td>Credits (ECTS)
2 x 1,59= 3,18 ECTS</td><td>Semester
Even semester</td><td>Frequency
2 CU x 14 = 28</td><td>Duration
14 meetings</td></tr>
<tr><td>1</td><td colspan="2">Types of courses
a) Seminar
b) Conference
c) Practicum</td><td>Contact hours
2 x 110 minutes= 220</td><td>Independent study
2 x 60 minutes = 120 minutes</td><td colspan="2">Class size
30 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for participation (if applicable)
requires language skills at level 1</td></tr>
<tr><td>3</td><td colspan="6">Learning outcomes(PLO+CLO)
PLO
LO6. Being able to create sound academic or non-academic works both oral and written for various audiences and purposes.
LO7. Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.
LO8. Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.

CLO:
CLO 6 Being able to distinguish the concept of use English to carry out everyday activities in academic work, such as writing emails, dealing with referees and editors, making phone calls, and socializing at conferences.
CLO 7 Being able to demonstrate the developing ideas and limiting subject of discussion as well as English correspondence writing as the continuation of Academic Writing.</td></tr>
</table>

	CLO 8 Being able to attach value of being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.
4	**Subject aims/Content** Internal Correspondence External Correspondence Letter of offer and interest Letter of complaint/ Replying complain Inquiry and Replies Letter of recommendation Letter of motivation Letter of resignation
5	**Teaching methods** Group work, lectures, discussions and seminars
6	**Assessment methods** Project assessment, portfolios of students work, written test, audio recording of oral presentation
7	**This module is used in the following study programme/s as well** Undergraduate programme
8	**Module Coordinator** Lisetyo Ariyanti, S.S., M.Pd.
9	**Other information** 1. Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing. New York 2. Wallwork, Adrian. 2014. Email and Commercial Correspondence. New York 3. Wallwork, Adrian. 2016. English for Academic Correspondence. Switzerland: Springer 4. Ashley, Aasheim. 2003. Oxford Handbook of Commercial Correspondence. Oxford: Oxford University Press.

RENCANA PEMBELAJARAN SEMESTER (RPS)

	UNIVERSITAS NEGERI SURABAYA **FACULTY OF LANGUAGES AND ARTS** **ENGLISH LITERATURE STUDY PROGRAM**	**Document Code**

LESSON PLAN

Course	**Course Code**	**Course Cluster**	**Credit (sks)**		**Semester**	**Compilation Date**
English Correspondence		Linguistics	**T = 2**	**P = 0**	2	September 24, 2022

AUTHORIZATION	**Lesson Plan Developer**	**Course Cluster Coordinator**	**Head of Study Programme**
	Lisetyo Ariyanti		**Pratiwi Retnaningdyah, Ph.D.**

Learning Outcomes (CP)	**Programme Learning Outcomes (PLO)-Study Programme imposed on courses**	
	PLO 6	Being able to create sound academic or non-academic works both oral and written for various audiences and purposes.
	PLO 7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2
	PLO 8	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement
	Course Learning Outcomes (CLO)	
	CLO 6	Being able to distinguish the concept of use English to carry out everyday activities in academic work, such as writing emails, dealing with referees and editors, making phone calls, and socializing at conferences.
	CLO 7	Being able to examine the appropriate approaches in meaning to analyze spoken and written text

	CLO 8	Being able to respond various kind problem solving of word meaning and speaker's meaning in spoken and written text.
	Lesson Learning Outcomes	
	LLO 1	By identifying and analyzing the concept of use English to carry out everyday activities in academic work, such as writing emails, dealing with referees and editors, making phone calls, and socializing at conferences.
	LLO 2	By presenting the concept of use English to carry out everyday activities in academic work, such as writing emails, dealing with referees and editors, making phone calls, and socializing at conferences.
	LLO 3	By identifying and analyzing writing correspondence with the focus on the developing ideas and limiting subject of discussion as well as English correspondence writing as the continuation of Academic Writing
	LLO 4	By demonstrating writing correspondence with the focus on the developing ideas and limiting subject of discussion as well as English correspondence writing as the continuation of Academic Writing
	LLO 5	By identifying and analyzing the newest design on writing based on integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement in a certain readers/audience.
	LLO 6	By adopting the newest design on writing based on integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement in a certain readers/audience.

	LLO1	LLO2	LLO3	LLO4	LLO5	LLO6
PLO6/CLO6	V	V				
PLO7/CLO7			V	V		
PLO8/CLO8					V	V

Brief description of the course	This course is a continuation of academic writing course and is designed to help its participants master the concept of use English to carry out everyday activities in work settings, such as writing different types of internal and external correspondences as responding to them. Accordingly, the general discussion in this course includes developing ideas and limiting subject of discussion as well as English correspondence writing. To accommodate the achievement of learning outcome, the course is conducted through lecturer's presentation, class discussion, and writing practices or exercises. **This course uses Project-Based methods of learning**.
Study Materials: Learning Materials	Internal Correspondence External Correspondence Letter of offer and interest Letter of complaint/ Replying complain

	Inquiry and Replies: Letter of recommendation Inquiry and Replies: Letter of motivation Inquiry and Replies: Letter of resignation
References	**Main reference :**
	1. Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing. New York 2. Wallwork, Adrian. 2014. Email and Commercial Correspondence. New York 3. Wallwork, Adrian. 2016. English for Academic Correspondence. Switzerland: Springer 4. Ashley, Aasheim. 2003. Oxford Handbook of Commercial Correspondence. Oxford: Oxford University Press.
	Supplementary reading :
	1. journals 2. newspaper/magazines articles 3. Movie clips
Lecturer (s)	Lisetyo Ariyanti Dian Rivia Himmawati
Course requirements	All skills courses completed

A. **Teaching Learning Activities**

# Week	Objectives	Indicators	Materials	Approaches/ Methods/Learning Strategies	Sources / Media	Time Allotment (Minute)	Learning Experiences

1	To show understanding the basic concept of English correspondence and the trend of English as an international language.	To recognize the role of English as an international language and global business	Introduction, Basic Course Outline	●Lecturing ●Discussion ●Question-Answer	Folder material: no. 2&3	2 x 50’	● Recognizing the information related to the basic concept of English correspondence and English as an international language.
2-3	To show understanding the principles of global business communication, such as principles of clarity, simplicity, and formality; and its application to Types of English Correspondence: memo, email, fax; and its application to complain and adjustment	To employ and outline the form of memo, email, fax	Types of English Correspondence: memo, email, fax	●Lecturing ●Discussion ●Question-Answer	Folder material: no. 2&3	2 x 50’	● Defining the basic concept of the English correspondence in the application in mailing, reviewing, and reporting. ● Types of English Correspondence: memo, email, fax

3	To show understanding the principles of global business communication, such as principles of clarity, simplicity, and formality in Internal correspondence	To outline application to Internal correspondence To compare application to Internal correspondence	Types of English Correspondence: Internal	●Lecturing ●Discussion ●Question-Answer	Source buku ke-2	2 x 50’	● Summarizing the explanation about the principles of global business and communication. ● Relating the principles in the application of English correspondence and types of English Correspondence: Internal
4	To show understanding the principles of global business communication, such as principles of clarity, simplicity, and formality; and its application to External correspondence	To outline application to Internal correspondence To compare application to Internal correspondence	Types of English Correspondence: External Correspondence 1	●Lecturing ●Discussion ●Question-Answer	Folder material: no. 2&3	2 x 50’	● Utilizing the principles into the application of English correspondence. ● Summarizing the explanation about the principles of English correspondence and types of English Correspondence: External Correspondence 1

6	To administer the right linguistic aspect in Letter of offer and interest in English correspondence.	To classify the right linguistic aspect in Letter of offer and interest in English correspondence. To use the right linguistic aspect in Letter of offer and interest in English correspondence..	Letter of offer and interest	●Lecturing ●Discussion ●Question-Answer		2 x 50’	● Relating the principles of English correspondence in mailing, reviewing, and reporting. ● Comparing the cultural issues in both native cultures and target culture in English correspondence.
7	To perform good communication in Letter of complaint, including replying and complaining.	To perform effective complaining with colleagues.	Letter of complaint/ Replying complain	Explaining the problem-based activities: 1. Giving the written text taken from authentic sources from the internet (social media) to the students. The text contains Letter of complaint/		2 x 50’	● Reconstructing and reorganizing chapter 1 to chapter 6

				Replying complain 2. Identifying the Letter of complaint/ Replying complain 3. Producing letter of complaint			
8	Mid test	-	-	-			Adapting cultural issues in the right context in English correspondence.
9	To perform good communication in Letter of offer and interest: Practice / feedback.	To perform effective Letter of offer and interest: Practice / feedback	Letter of offer and interest: Practice / feedback	Small group discussion		1x100’	Recognizing linguistic aspect in the application of English correspondence. Letter of offer and interest: Practice / feedback

10	To perform good communication in Inquiry and Replies :Letter of recommendation	To perform effective Inquiry and Replies :Letter of recommendation	Inquiry and Replies :Letter of recommendation	Small group discussion		1x100’	1. Using the right linguistic aspect in English correspondence, including sentence and diction. Inquiry and Replies :Letter of recommendation
11	To perform good communication in Letter of Inquiry and Replies :Letter of recommendation (practice & feedback).	To perform effective Inquiry and Replies :Letter of recommendation (practice & feedback)	Inquiry and Replies :Letter of recommendation (practice & feedback)	Explaining the problem-based activities: 1. Giving the written text taken from authentic sources from the internet (social media) to the students. The text contains Letter of complaint/ Replying complain 2. Identifying the Letter of complaint/		1x100’	Understanding the context in socializing on written Inquiry and Replies :Letter of recommendation (practice & feedback)

				Replying complain 3. Producing letter of complaint			
12	To perform good communication in Inquiry and Replies :Letter of motivation.	To perform effective Inquiry and Replies :Letter of motivation	Inquiry and Replies :Letter of motivation	Explaining the problem-based activities: 1. Giving the written text taken from authentic sources from the internet (social media) to the students. The text contains Inquiry and Replies :Letter of motivation 2. Identifying Inquiry and Replies		1x100’	Employing the right strategy in socializing in relation to English correspondence. Inquiry and Replies :Letter of motivation

				:Letter of motivation 3. Producing letter of motivation			
13	To perform good communication in Inquiry and Replies :Letter of motivation (practice & feedback)	To perform effective Inquiry and Replies :Letter of motivation (practice & feedback)	Inquiry and Replies :Letter of motivation (practice & feedback)	Small group discussion		1x100’	Employing the right strategy in socializing in relation to English correspondence. Inquiry and Replies :Letter of motivation (practice & feedback)
14	To perform good communication in Letter of complaint, including replying and complaining.	To perform effective complaining with colleagues	Inquiry and Replies :Letter of resignation	Small group discussion		1x100’	Employing the right strategy in socializing in relation to English correspondence. Inquiry and Replies :Letter of resignation
15	To perform good communication in Letter of complaint,	To perform effective complaining with colleagues	Review	Small-Group Discussion		1x100’	1. Students are able to describe the Conversation and Preference Structure in a language which the

	including replying and complaining.						speaker uses to express their intended meanings 2. Students are able to explain Conversation and Preference Structure in a language which the speaker uses to express their intended meanings
16	Final test	-	-	-			

B. **Assessment Blueprint**

Indicators	**Assessment**			
	Types of learning outcome	**Instruments**	**Criteria**	**Weight (%)**
To show understanding the concept of English correspondence and the relation between English as an international language.	Written test	- Quiz: Principles of global communication and English correspondence	Students are to point out the principles of global communication and English correspondence in various cases.	20
	Presentation	- Selected situations and information for the English correspondence - Students' products of English correspondence - Students' elaboration of the products related to the principles of English correspondence	Students are to present and elaborate their products of English correspondence based on the principles of English correspondence.	20

To create mailing, reviewing, and reporting with good content, formats, structure, and formality in given situations.	Students' project	- Selected situations - Role plays	Students are to perform their English correspondence (mailing, reviewing, and reporting).	40

Catatan: ……..

Assessment Rubric

	A	B	C	D/F
Focus: Purpose	Purpose is clear	Shows awareness of purpose	Shows limited awareness of purpose	No awareness
Main idea	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
Organization: Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization

Organization: Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	Para. lack clear ideas
Content	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
Research (if assignment includes a research component)	Sources are exceptionally well-integrated and they support claims argued in the paper very effectively. Quotations and Works Cited conform to MLA style sheet.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and Works Cited conform to MLA style sheet.	Sources support some claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in MLA style..	The paper does not use adequate research or if it does, the sources are not integrated well. They are not cited correctly according to MLA style, nor listed correctly on the Works Cited page.
Style: Sentence structure	Sentences are clear and varied in pattern, from simple to complex, with excellent use of punctuation.	Sentences are clear but may lack variation; a few may be awkward and there may be a few punctuation errors.	Sentences are generally clear but may have awkward structure or unclear content; there may be patterns of punctuation errors.	Sentences aren't clear
Style: Word choice, Tone	There is clear use of a personal and unique style of writing, suited to audience and	There is an attempt at a personal style but style of writing may be awkward or unsuited to audience and purpose; the reader may lose	There is little attempt at style; reads as flat and perhaps uninteresting in content, which	No attempt at style

	purpose; the paper holds the reader's interest with ease.	interest in some sections of the paper.	is usually generalized and clichéd.	
Style: Details and Examples	Large amounts of specific examples and detailed descriptions.	Some use of specific examples and detailed descriptions. May have extended examples that go on for too long.	Little use of specific examples and details; mostly generalized examples and little description.	No use of examples
Grammar & Mechanics	Excellent grammar, spelling, syntax and punctuation.	A few errors in grammar, spelling, syntax and punctuation, but not many.	Shows a pattern of errors in spelling, grammar, syntax and/or punctuation. Could also be a sign of lack of proof-reading.	Continuous errors

Surabaya, 27 Februari 2023
Lecturer,

Approved by
Head of Department
English Language and Art Department

Pratiwi Retnaningdyah, Ph.D.
NIP. 19670803 200003 2 004

Lisetyo Ariyanti, S.S., M.Pd.
NIP. 19810424 200501 2 001

STUDENT'S REFLECTIVE PRACTICE

Course: English Correspondence

Lecturer: Lisetyo Ariyanti

Stage	Probing questions	Student's Reflective Note
Context	**What happened in the classroom? (Topics, activities, quizzes, exams)**	
Action	What did I do? Why did I choose this action?	

	What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on myself/others/similar situations in the future? Could different actions have given me the same result? Is there a way I could improve my results or actions?	
Learning	What did I learn from the experience? Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience? Should I change anything about the way I do things? What?	
