ERW MID-SEMESTER TEST
ODD SEMESTER 2024/2025
UNIVERSITAS MULTIMEDIA NUSANTARA

Course Name	:	UM321 ENG for RESEARCH WRITING	Day/To day	:
Lecturers	:	Yohana Gratiana, M.Pd., M.A., Ph.D. Emanuella C. N. MAU, M.Hum, CIQAR Dwi Rahayu, S.Pd., M.A. Kartika Yulianti, S.Pd., M.Sc., M.A., Ph.D. Retnowati, M.Hum. M.B. Rini Wahyuningsih, S.Pd., M.Ed., Ph.D. Dr. Menik Winiharti, M. Hum. Drs. Yohanes L. Billy. M.M.	Time	:
Test Nature	:	Take Home Test	Exam Type	: Essay

1. Read the questions carefully before you answer!
2. Answer comprehensively and the answers are not too short or long.
3. Exam files can be completed when they have been opened in e-learning.
4. Exam answers are written in pdf.
5. Plagiarism of friends' work is prohibited. (Both those who plagiarize and those who provide answers, get a score of 0).

COURSE LEARNING OUTCOMES (CLO):

SUB-COURSE LEARNING OUTCOMES		
Sub-Clo Code	**SUB-CLO ELABORATION**	**CLO**
Sub-CLO 1	Students are able to apply (C3) the key elements of a paragraph and develop effective strategies for organizing paragraphs to enhance coherence and clarity in writing.	
Sub-CLO 2	Students are able to demonstrate (C3) the principles of cohesion and coherence in academic article writing to enhance clarity and logical flow in a scholarly article writing.	
Sub-CLO 3	Students are able to use (C3) the principles of clarity and objectivity in academic article writing to enhance the effectiveness and credibility of scholarly communication.	
Sub-CLO 4	Students are able to analyze (C5) the progression and stance in academic article writing by evaluating various scholarly perspectives and constructing coherent arguments that reflect critical engagement with the literature	
Sub-CLO 5	Students are able to develop (C5) the essential elements of research writing that contribute to the effective construction and presentation of academic articles.	

| **Sub-CLO 6** | Students are able to design (C5) research plans through the systematic writing process such as planning, drafting, and proofreading the components of introduction, methodology, and literature review. | |

INSTRUCTION:

Write a research proposal of 2000 – 2300 words which includes the following:

1. Title of the research proposal
2. Introduction (400-500 words)
    - Relevant background information
    - Definition of key terms if needed
    - Purpose of study
    - Research question(s)
    - Thesis statement
3. Literature Review (1000-1100 words)
    - Review of work by other writers on the topic
4. Methodology (600-700 words)
    - Research method
    - Type of data to answer the research question(s)
    - Study respondents
    - Data collection process
    - Data analysis
5. References

WRITING FORMAT GUIDES

- **Font type and size**
  For readability, all main body text should be written with **Calibri font**, **12 pt**, with **1,5 line spacing**.
  Titles and major headings are in **14-point font** and **12-point bold** for subheadings.

- **Margin**
  Set the document margins to **1 inch (2.54 cm)** on all sides (top, bottom, left, and right).
  Use **a half-inch (1.27 cm)** indentation for the first line of paragraphs.
  Block quotations should be indented half an inch from the left margin without quotation marks.

- **Numbering**
  Use **Arabic numerals (1, 2, 3…)** for numbering sections, lists, and pages.
  Ensure consistent formatting across the document.
  For lists within the text, bullets or numbers may be used, but numbered lists should be used for sequences or ranked items.
  Page numbers should appear **on the top-right corner** of each page.

- **APA Referencing**
  Use at least **5-15 references** using **APA style**, **6th edition** in alphabetical order. Approximately **80%** of the references should be from recent scientific journals, preferably **in the last five or 10 years**.

Some examples of references are given below.

ANCI national competency standards for the registered nurse and the enrolled nurse. (2016). Retrieved on June 9, 2017, from http://www.anci.org.au/competencystandards.htm **(Webpage with no author)**

Becker, E. (2015, August 27). Prairie farmers reap conservation's rewards. *The New York Times*. Retrieved on June 9, 2017, from http://www.nytimes.com **(Online Newspaper Articles)**

Bergquist, J. M. (2017). German Americans. In J. D. Buenker & L. A. Ratner (Eds.), *Multiculturalism in the United States: A comparative guide to acculturation and ethnicity* (pp. 53-76). New York, NY: Greenwood. (**Chapter of a Book)**

Dent-Read, C. & Zukow-Goldring, P. (2014). Is modeling knowing? [Review of the book *Models of cognitive development*]. *American Journal of Psychology, 114,* 126-133. **(Book Reviews)**

Hamfi, A. G. (2012). The funny nature of dogs. *E-journal of Applied Psychology, 2*(2), 38 -48. Retrieved on June 9, 2017, from http://ojs.lib.swin.edu.au/index.php/fdo **(Journal Article without DOI)**

Leech, G. & Svartvik, J. (1994). *A communicative grammar of English* (2nd ed.). New York: Longman Publishing. (Book)

Paivio, A. (2016). Perceptual comparisons through the mind's eye. *Memory & Cognition, 3,* 635-647. doi:10.1037/0278-6133.24.2.225 **(Journal Article with DOI)**

Welch, N. (2000, February 21). *Toward an understanding of the determinants of rural health.* Retrieved on June 9, 2017, from http://www.ruralhealth.org.au/welch.htm **(Webpage with an author)**

Rubric for the Article					
1. TITLE					**Description (***filled by the lecturer***)**
Criteria	Description		Total	**Score**	
1	The title shows no relevance to the content.		3		
2	The title agrees with the content, but it is still too broad.				
3	The title is clearly defined and well-constructed as to highlight what the research is all about.				
2. INTRODUCTION					
2.1 Relevant Background information					
Criteria	Description		Total	**Score**	**Description (***filled by the lecturer***)**
1	The background of study has poor statement on the context supporting rationale for proposed study and statements of why study is needed.		3		
2	The background of study exists but vague, under explained or not directly supported the topic. The reader unfamiliar with the topic needs few clarifications to understand the problem and the importance of study.				
3	The background of study begins with a strong introduction that lays out the thesis clearly enough that even a person unfamiliar with the topic will understand with ease what the problem is and the importance of study.				

	2.2 Research Questions			
Criteria	Description	Total	**Score**	**Description (**_filled by the lecturer_**)**
1	Thesis statement is: - Present but not well-formulated as it does not identify thespecific the issue going to be addressed; or - Do(es) exist but it do(es) not show any relevance to the study.	3		
2	A well formulated thesis statement exists but it highlights another issue which is not the aim of the study.			
3	Thesis statement is clearly articulated as it clearly identifies the specific issue going to be addressed.			

2.3 Review of work by other writers on the topic				
Criteria	Description	Total	**Score**	**Description (**_filled by the lecturer_**)**
1	It does not provide any relevant studies related to the study; or it provides irrelevant studies.	3		
2	The related studies are present but most of them are irrelevant.			
3	Related studies are present and all supports the topic.			

2.4 Purpose or aim of the paper				
Criteria	Description	Total	**Score**	**Description (**_filled by the lecturer_**)**
1	Provide lack information of any purpose or aim of the paper	3		
2	Provide somewhat information on purpose or aim of the paper			
3	Provide clear and elaborated purpose or aim of the paper			

2.5 Research Method				
Criteria	**Description**	Total	**Score**	**Description (**_filled by the lecturer_**)**
1	Unclear or missing method details	3		
2	Method details somewhat clear			
3	Clear, detailed, and well-justified methods			
TOTAL		18		

LANGUAGE ASPECTS					
	Poor	Fair	Satisfactory	Good	Excellent
STRUCTURES/GRAMMAR					
	1	2	3	4	5
Indicators	The article lacks a clear structure, with numerous grammatical errors and inconsistent use of sentence structure. It is difficult to follow.	The structure is somewhat clear, but there are noticeable grammatical errors and inconsistencies in sentence structure.	The article generally follows a logical structure, with some minor grammatical errors and occasional inconsistencies in sentence structure.	The article follows a clear structure, with few grammatical errors and consistent sentence structure.	The article has a flawless structure, with impeccable grammar and consistent sentence structure.
COHERENCE AND COHESION					
	1	2	3	4	5
Indicators	The article lacks coherence and cohesion, making it challenging to understand how ideas connect.	The article has limited coherence and cohesion, with some connection issues between ideas.	The article generally maintains coherence and cohesion, but some connections between ideas are weak.	The article is mostly coherent and cohesive, with well-established connections between ideas.	The article is exceptionally coherent and cohesive, with seamless connections between ideas.

CONSICION					
	1	2	3	4	5
Indicators	The article is overly verbose and lacks conciseness, leading to unnecessary wordiness.	The article is somewhat verbose, with some sections that could be more concise.	The article is moderately concise, with minor areas where wordiness can be reduced.	The article is concise, with few instances of unnecessary wordiness.	The article is highly concise, with every word serving a clear purpose.
CLARITY					
	1	2	3	4	5
Indicators	The article is unclear, and the intended message is difficult to discern due to vague or ambiguous language.	The article is somewhat clear, but there are areas where clarity could be improved.	The article is generally clear, but some sections could benefit from more precise language.	The article is quite clear, with precise language and minimal ambiguity.	The article is exceptionally clear, with perfectly chosen language that leaves no room for ambiguity.
MECHANICS					
	1	2	3	4	5
Indicators	The article contains numerous spelling, punctuation, and formatting errors.	The article has several spelling, punctuation, and formatting errors that distract from the content.	The article has some minor spelling, punctuation, or formatting errors, but they don't significantly impact readability.	The article is mostly free from spelling, punctuation, and formatting errors.	The article is flawless in terms of mechanics, with no errors in spelling, punctuation, or formatting.

Your Mid-term Test Score:

The number of correct answers in the two sections: 1) rubric for the article = 18; 2) rubric for the language aspects = 25, is divided by the number of questions = 43 times 100 percent.
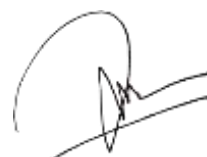
E.g.:

1. **Rubric for the article** = 18
2. **Rubric for the language aspects** = 25
3. **The total score** = 43

Final score: 43: 43 x 100 % = <u>100</u>

Questions-making reference:	Made by:	Approved by:
Teaching Materials 1 - 7	On behalf of the Lecturers Team ERW Coordinator	Simon P. Wenehenubun, S.S., M.M Head of the Study Program