



Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																										
Active Reading	8820302250	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	July 17, 2024																																										
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																											
				Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																											
Learning model	Case Studies																																																
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																
	PLO-9	Participate in lifelong learning, career development activities and keep up with technological developments																																															
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		<table border="1" style="margin: auto;"> <tr> <td style="width: 50px;">P.O</td> <td colspan="6">PLO-9</td> </tr> </table>						P.O	PLO-9																																								
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PO Matrix at the end of each learning stage (Sub-PO)																																																	
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																	
Short Course Description	This course is designed to give students the opportunity to explore intermediate level authentic academic sources as well as popular publications and decode rhetorical structures such as causation, comparison and contrast, definition, classification, and favored vs. unfavored opinions. Vocabulary practices that target vocabulary from the Academic Word List (AWL) level 4-7, technical and cultural terms related to the topic discussed provide opportunities for students to interact with academic texts and help them acquire vital academic vocabulary. Topics covered in this course include physiology, psychology, film studies, neuroscience, anthropology, robotics and many more. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer.																																																
References	Main :																																																
	1. Beatrice, S. M. & Linda, J. 1996. More Reading Power. London: Longman. 2. Zwier, L. J. 2009. Inside Reading 2, The Academic Word List In Context. Oxford: Oxford UP. 3. _____. https://www.victoria.ac.nz/lals/resources/academicwordlist . Accessed on January 2019.																																																
	Supporters:																																																
Supporting lecturer	Henny Dwi Iswati, S.S., M.Pd. Nur Fauzia, S.S., M.Pd. Retno Wulan Dari, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd. Dr. Muhaimin Abdullah, S.Pd., M.Pd.																																																
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																																										
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																												
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																										

1	To know the importance of reading skills and strategies To apply skimming and scanning & outlining as reading strategies	<ol style="list-style-type: none"> 1.To be able to: Describe the importance of reading skills 2.Recall examples of reading strategies 3. Understand the target academic words related to Physiology 4.Make use of the target academic words related to Physiology 5.Apply skimming and scanning & outlining as reading strategies 6.Identify specific information in reading passage 	Form of Assessment : Participatory Activities	Discussion, Lecturing, Question-Answer 2 X 50			5%
2	To apply skimming and scanning & outlining as reading strategies	<ol style="list-style-type: none"> 1.To be able to: Understand the target academic words related to Physiology 2.Make use of the target academic words related to Physiology 3.Apply skimming and scanning & outlining as reading strategies 4.Identify specific information in reading passage 	Form of Assessment : Participatory Activities	Discussion, Lecturing, Question-Answer 2 X 50			5%

3	To apply finding the main idea; isolating causes and effects as reading strategies	<ol style="list-style-type: none"> 1.To be able to: Apply finding the main idea; isolating causes and effects as reading strategies 2.Identify specific information in reading passage 3.Make use of the target academic words related to Psychology 4.Make use of information from reading passage to discuss topics related to Psychology 	Form of Assessment : Participatory Activities	Discussion, Lecturing, Question-Answer 2 X 50			5%
4	To apply finding the main idea; isolating causes and effects as reading strategies	<ol style="list-style-type: none"> 1.To be able to: Apply finding the main idea; isolating causes and effects as reading strategies 2.Identify specific information in reading passage 3.Make use of the target academic words related to Psychology 4.Make use of information from reading passage to discuss topics related to Psychology 	Form of Assessment : Participatory Activities, Practice/Performance	Discussion, Lecturing, Question-Answer 2 X 50			5%

5	<ul style="list-style-type: none"> To apply annotating and highlighting as reading strategies To understand the use of the present tense in reading passages 	<p>To be able to: Apply annotating and highlighting as reading strategies Understand the use of the present tense in reading passages Identify specific information in reading passage Make use of the target academic words related to Film Studies Make use of information from reading passage to discuss topics related to Film Studies</p>	<p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Discussion, Lecturing, Question-Answer 2 X 50</p>			5%
6	<ul style="list-style-type: none"> To apply annotating and highlighting as reading strategies To understand the use of the present tense in reading passages 	<p>To be able to: Apply annotating and highlighting as reading strategies Understand the use of the present tense in reading passages Identify specific information in reading passage Make use of the target academic words related to Film Studies Make use of information from reading passage to discuss topics related to Film Studies</p>	<p>Form of Assessment : Participatory Activities</p>	<p>Discussion, Lecturing, Question-Answer 2 X 50</p>			5%
7	Finding the perpetrator; point of view		<p>Form of Assessment : Participatory Activities</p>				5%
8	Review units 1,2, & 4		<p>Form of Assessment : Participatory Activities</p>				2%
9	MID TERM TEST (Units 1, 2, & 4)		<p>Form of Assessment : Test</p>				10%
10	Categorizing; interpreting charts, tables, and graphs		<p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Discussion, Lecturing, Question-Answer</p>			5%
11	Categorizing; interpreting charts, tables, and graphs		<p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Discussion, Lecturing, Question-Answer</p>			6%
12	Describing trends; summarizing		<p>Form of Assessment : Participatory Activities</p>	<p>Discussion, Lecturing, Question-Answer</p>			5%
13	Describing trends; summarizing		<p>Form of Assessment : Participatory Activities</p>	<p>Discussion, Lecturing, Question-Answer</p>			5%
14	Identifying multiple causes; synthesizing information		<p>Form of Assessment : Participatory Activities</p>	<p>Discussion, Lecturing, Question-Answer</p>			2%
15	Identifying multiple causes; synthesizing information		<p>Form of Assessment : Participatory Activities</p>	<p>Discussion, Lecturing, Question-Answer</p>			10%

16	final test		Form of Assessment : Test				20%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	59.5%
2.	Practice / Performance	10.5%
3.	Test	30%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.