



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
Critical Reading	8820302036	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	August 14, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Retno Wulan Dari		Eva Rahmawati			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	

Learning model	Case Studies																																																																																			
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																			
	PLO-7 Apply critical thinking and analytical skills to solve English learning problems																																																																																			
	PLO-15 Demonstrate oral and written competency equivalent to CEFR level B2.																																																																																			
	Program Objectives (PO)																																																																																			
	PO - 1 Understand basic concepts of critical reading;																																																																																			
	PO - 2 Develop critical reading skills in responding to semi-scientific and scientific texts read and apply it to college courses and real-life situations;																																																																																			
	PO - 3 Improve comprehension in reading semi-scientific and scientific texts using writing-to-learn strategies, such as outlining, paraphrasing, mapping, summarizing, and making annotated bibliography.																																																																																			
	PLO-PO Matrix																																																																																			
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																				
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Short Course Description This course is designed to provide students with opportunities to apply their mastery of a wide variety of critical reading strategies, including speed reading, marking and charting the text, note taking, finding underlying assumptions (both stated and unstated), identifying argument and author' position, justifying argument, summarizing and writing response of written academic texts at upper intermediate level using CER (claim, evidence and reasoning). It also gives the students the opportunity to practice using targets vocabulary from the Academic Word List (AWL) levels 5-8. The topics in this course include literacy, sociology, pedagogy, and many more. Along the course, students are involved in various activities designed to help them practice and improve their critical reading skills, including: responding to upper-intermediate academic texts by having individual presentations, group and class discussions, and composing summaries of written academic texts. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

References

Main :

- Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments . Hampshire: Palgrave MacMillan.
- Fairbairn, G. J., & Fairbairn, S. A. 2001. Reading at university: A guide for students . Buckingham: Open University Press.
- Wulandari, Retno & Rahmawati, Eva. 2019. Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.

Supporters:

- Papers and proceedings from Procedia.
- Online Newspaper articles: in The Guardian, The New York Times.

Supporting lecturer Sumarningsih, S.Pd., M.Pd.
 Suci Akhriyah, S.Pd., M.Pd.
 Retno Wulan Dari, S.Pd., M.Pd.
 Eva Rahmawati, 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	Understanding the importance of Critical Reading	<ol style="list-style-type: none"> To state the definition of critical reading and critical thinking To know the importance of critical reading To state the reading strategies needed for critical reading 	<p>Criteria:</p> <ol style="list-style-type: none"> Contribution to Discussions (Contribution to Discussions) Asking Relevant Questions <p>Form of Assessment : Participatory Activities</p>	Discussion, Lecturing, Question-Answer 2 X 50	- -	<p>Material: The importance of Critical Reading Reader: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Surabaya State University.</i></p>	5%
2	Applying the flexibility of reading speed according to the reading text and purpose	<ol style="list-style-type: none"> To explain how speed reading helps to become a better reader To measure their reading speed To examine their reading progress To write a summary of the reading. 		Discussion, Lecturing, Question-Answer 2 X 50		<p>Material: Speed Reading Strategy Reader: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Surabaya State University.</i></p>	0%
3	Applying the flexibility of reading speed according to the reading text and purpose	<ol style="list-style-type: none"> To write a summary of the reading. To take part in a discussion session regarding the importance of reading speed 		Discussion, Lecturing, Question-Answer 2 X 50		<p>Material: Speed Reading Strategy Reader: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Surabaya State University.</i></p>	0%
4	Organizing reading notes using Cornell note-taking strategy	<ol style="list-style-type: none"> To find specific information related to Cornell notes in the passage To breakdown the parts of Cornell notes To make notes use Cornell form To write down key points, vocabulary, and important people in question form • To review the notes and pull out the main ideas to create a summary 		Discussion, Lecturing, Question-Answer 2 X 50		<p>Material: Cornell note-taking strategy Reader: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Surabaya State University.</i></p>	0%
5	Paraphrasing using reporting verbs	<ol style="list-style-type: none"> To classify reporting verbs based on their purposes To identify the reporting verbs used in a sentence To decide the appropriate reporting verbs used when paraphrasing sentences To make use of the target vocabulary from the reading passage To take part in a discussion session related to Cornell note-taking strategy 		Discussion, Lecturing, Question-Answer 2 X 50		<p>Material: Cornell note-taking strategy Reader: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Surabaya State University.</i></p>	0%

6	Analyzing the assumptions made by the author in an academic text	<ol style="list-style-type: none"> 1.To find specific information related to the author's assumption in the passage 2.To identify the assumptions made by the author in an academic text 3.To know the types of assumptions made by the author in an academic text 4.To analyze the assumptions based on their type 		Discussion, Lecturing, Question-Answer 2 X 50		Material: Assuming the best Reader: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Surabaya State University.</i>	0%
7	Analyzing the assumptions made by the author in an academic text	<ol style="list-style-type: none"> 1.To identify the author's major assumption 2.To make use of the target vocabulary from the reading passage 3.To take part in a discussion session related to assumptions 		Discussion, Lecturing, Question-Answer 2 X 50		Material: Assuming the best Reader: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Surabaya State University.</i>	0%
8	MID TERM TEST	Meet indicators 1-7	Criteria: Assessment criteria meet 1-6 Form of Assessment: Test	MID TERM TEST 2 X 50		Material: MID TERM TEST Library: <i>Online Newspaper articles: in The Guardian, The New York Times.</i>	0%
9	Evaluating the claims made by the author in an academic text	<ol style="list-style-type: none"> 1.To find specific information related to the author's claims in the passage 2.To analyze the claims made by the author 3.To classify claims based on the type 4.To justify the claims made by the author 5.To express agreement/disagreement towards a claim 		Discussion, Lecturing, Question-Answer 2 X 50		Material: False Claims about Literacy Development Reader: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Surabaya State University.</i>	0%
10	Analyzing the arguments in an academic text	<ol style="list-style-type: none"> 1.To find specific information related to the author's arguments in the passage 2.To breakdown the argument based on its components 3.To differentiate an argument and an explanation using indicator words 4.To express agreement/disagreement towards an argument 		Discussion, Lecturing, Question-Answer 2 X 50		Material: Argumentative Literacy: Reading, Writing, and Thinking for All Library: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Surabaya State University.</i>	0%
11	Analyzing the arguments in an academic text	<ol style="list-style-type: none"> 1.To describe the valid and sound argument 2.To justify the validity and soundness of an argument 3.To make use of the target vocabulary from the reading passage 4.To take part in a discussion session related to assumptions 		Discussion, Lecturing, Question-Answer 2 X 50		Material: Argumentative Literacy: Reading, Writing, and Thinking for All Library: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Surabaya State University.</i>	0%

12	Applying CER framework to improve students' problem solving skills	<ol style="list-style-type: none"> To find specific information related to CER framework in the passage To identify a claim related to a question To provide evidence to support the claim To elaborate reasoning that explains why evidence supports a particular claim 		Discussion, Lecturing, Question-Answer 2 X 50		Material: Research Says / Evidence on Flipped Classrooms Is Still Coming In Library: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Surabaya State University.</i>	0%
13	Applying CER framework to improve students' problem solving skills	<ol style="list-style-type: none"> To identify the author's major assumption To make use of the target vocabulary from the reading passage To take part in a discussion session related to assumptions To compose a short essay using the CER framework 		Discussion, Lecturing, Question-Answer 2 X 50		Material: Research Says / Evidence on Flipped Classrooms Is Still Coming In Library: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Surabaya State University.</i>	0%
14	Composing a five-part précis (rhetorical summary)	<ol style="list-style-type: none"> To find specific information related to CER framework in the passage To use the precise template in composing summary To analyze and evaluate the major claims To analyze how the author develops and supports the major claim To identify the author's purpose To analyze and evaluate of the intended audience and/or the relationship the author establishes with the audience 		Discussion, Lecturing, Question-Answer 2 X 50		Material: The Effect of Summary Writing as a Critical Reading Strategy on Reading Comprehension of Iranian EFL Learners Library: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Surabaya State University.</i>	0%
15	Composing a five-part précis (rhetorical summary)	<ol style="list-style-type: none"> To make use of the target vocabulary from the reading passage To take part in a discussion session related to five-part precise To compose a short summary using a precise template 		Discussion, Lecturing, Question-Answer 2 X 50		Material: The Effect of Summary Writing as a Critical Reading Strategy on Reading Comprehension of Iranian EFL Learners Library: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Surabaya State University.</i>	0%
16	FINAL TERM TEST	Meet indicators 9-15	Criteria: Assessment criteria meet 9-15	FINAL TERM TEST 2 X 50		Material: - Library: Papers and proceedings from <i>Procedia</i> .	0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	5%
		5%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.