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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Essential Reading Skills		8820302298	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
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Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-8	Demonstrate written, visual and oral presentation skills to communicate English-related knowledge
	PLO-15	Demonstrate oral and written competency equivalent to CEFR level B2.
	Program Objectives (PO)	
	PLO-PO Matrix	

	P.O	PLO-8	PLO-15

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course is designed to prepare students for non-fictional texts at pre-intermediate level by exploring a wide variety of strategies, including reading strategies for before, during and after reading (ie previewing, scanning, using context clues to clarify meaning, finding the main idea, summarizing, making inferences). Rich vocabulary instruction and practice that targets vocabulary from the Academic Word List (AWL) levels 1-3, technical and cultural terms related to the topic discussed provides opportunities for students to improve their language proficiency and their ability to decode and process vocabulary. The topics in this course include engineering, business, technology, literature, meteorology, nutrition, geology, sociology, journalism, and medicine. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer.

References	**Main :**	
	1.	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	Dr. Yuri Lolita, S.Pd., M.Pd. Henny Dwi Iswati, S.S., M.Pd. Nur Fauzia, S.S., M.Pd. Asrori, S.S., M.Pd. Anis Trisusana, S.S., M.Pd. Retno Wulan Dari, 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 be able to: Describe the importance of reading skills Recall examples of reading strategies	**Criteria:** 6 **Form of Assessment** : Participatory Activities	Discussion, Lecturing, Question-Answer 2 X 50		**Material:** Academic words related to Nutrition Fat for Brains **References:** *1. Beatrice, SM & 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/.... Accessed on January 2019.* **Material:** Academic words **References:** *1. Beatrice, SM & 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/.... Accessed on January 2019.*	0%
2	To apply previewing and predicting as pre-reading strategy	To be able to: · Understand the target academic words related to Engineering · Make use of the target academic words related to Engineering · Apply previewing and predicting as pre-reading strategy Identify specific information in reading passage	**Form of Assessment** : Participatory Activities	2 X 50			6%
3	To apply previewing and predicting as pre-reading strategy	To be able to: · Apply previewing and predicting as pre-reading strategy · Identify specific information in reading passage · Make use of the target academic words related to Engineering Make use of information from reading passage to discuss topics related Underground issues	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	2 X 50			6%

4	To apply previewing and predicting as pre-reading strategy	To be able to: · Apply previewing and predicting as pre-reading strategy · Identify specific information in reading passage · Make use of the target academic words related to Engineering Make use of information from reading passage to discuss topics related Underground issues	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	2 X 50			0%
5	To find the main idea of reading	To be able to: · Understand the target academic words related to Business · Find the main idea of reading · Identify specific information in reading passage · Make use of the target academic words related to Business		2 X 50			0%
6	To apply scanning as a pre-reading strategy	To be able to: · Understand the target academic words related to Technology · Make use of the target academic words related to Technology · Apply scanning pre-reading strategy · Identify specific information in reading passage		2 X 50			0%
7	To apply outlining as whilst-reading strategy	To be able to: · Understand the target academic words related to Literature · Make use of the target academic words related to Literature · Apply outlining as whilst-reading strategy Identify specific information in reading passage		2 X 50			0%

8	To analyze the graph and chart in reading passage	To be able to: · Understand the target academic words related to Meteorology · Make use of the target academic words related to Literature · Analyze the graph and chart in reading passage Identify specific information in reading passage		2 X 50			0%
9	Review meetings 1-8	Review meetings 1-8		2 X 50			0%
10	midterm test	midterm test		2 X 50			0%
11	To summarize information from the reading	To be able to: · Understand the target academic words related to Nutrition · Make use of the target academic words related to Engineering · Summarize information from the reading Identify specific information in reading passage		2 X 50			0%
12	To summarize information from the reading	To be able to: · Understand the target academic words related to Nutrition · Make use of the target academic words related to Nutrition · Summarize information from the reading Identify specific information in reading passage		2 X 50			0%
13	To make inferences from the reading	To be able to: · Understand the target academic words related to Geology · Make use of the target academic words related to Geology · Make inferences from the reading Identify specific information in reading passage		2 X 50			0%

14	· To analyze the sequence of information in reading	To be able to: · Understand the target academic words related to Journalism · Make use of the target academic words related to Journalism · Analyze the sequence of information in reading Identify specific information in reading passage		2 X 50			0%
15	To record processes with flow charts	To be able to: · Understand the target academic words related to Medicine · Make use of the target academic words related to Medicine · Record processes with flow charts Identify specific information in reading passage		2 X 50			0%
16	final test	final test		2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	7.5%
2.	Project Results Assessment / Product Assessment	1.5%
3.	Portfolio Assessment	1.5%
4.	Practice / Performance	1.5%
		12%

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.