

1	To understand the content of an interpretive reading through examples	- To indicate an idea which can be used as interpretive reading content - To indicate an idea which can be used as reading text To explain cohesive devices in a text		explain, discuss, and question and answer 2 X 50			0%
2	To understand discourse markers and the organization of texts	- To identify discourse markers and the organization and text - To differentiate discourse markers in text To classify the kind of organization of texts		explain, discuss, and question and answer, practice 2 X 50			0%
3	To implement the discourse markers, identify the organization	- to explain discourse markers - to explain organization of texts		explain, discuss, and question and answer, practice 2 X 50			0%
4	To analyze the discourse markers, identify the organization for effective reading	- To analyze the construction of discourse markers - To analyze the construction of the organization of text		explain, discuss, and question and answer, practice 2 X 50			0%
5	To understand the development and types of text	- To identify the development and types of texts - To differentiate the types of development of texts - To classify the types of texts		explain, discuss, and question and answer, practice 2 X 50			0%
6	To implement the development and types of text	- To apply the development of paragraphs in text To apply the development of paragraphs in (non) – fictional texts		explain, discuss, and question and answer, practice 2 X 50			0%
7	To understand Skimming, Scanning, and Making inferences	- To identify Skimming, Scanning, and Making inferences To differentiate Skimming, Scanning, and Making inferences		explain, discuss, and question and answer, practice 2 X 50			0%
8	the Skimming, Scanning, and Making inferences	to explain Skimming, Scanning, and Making inferences		explain, discuss, and question and answer, practice 2 X 50			0%
9	To analyze the Skimming, Scanning, and Making inferences	- To analyze the Skimming, Scanning, and Making Inferences		explain, discuss, and question and answer, practice 2 X 50			0%

10	To implement the content included in the process of reading in interpretive reading	- to explain cohesive devices in text - to explain discourse markers in text		Reading practice 2 X 50			0%
11							0%
12	To implement the concept belonging to the process of Reading in interpretive reading	- to explain implicit information, interpret cohesive devices in the text		2 X 50			0%
13	To analyze the implementation of paragraph structure content in interpretive reading	To analyze discourse markers, identify the organization, development, and types of text		2 X 50			0%
14	To analyze the implementation of paragraph structure content in interpretive reading	- To analyze discourse markers, identify the organization, development, and types of text.		2 X 50			0%
15	To implement the concept belonging to the process of inferences	- to identify the inferences - to differentiate between reference and inference to explain the inference		explain, discuss, and question and answer 2 X 50			0%
16	Final Test			Reading Comprehension Test 2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.

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.