

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

Document Code

SEMESTER LEARNING PLAN

Courses			CODE		Course Fam		nily	Credit Weight		SE	MESTER	Compilation Date			
Interpretative Reading			8820302101				T=2 P=0 ECTS=3.18			.8	2	July 18, 2024			
AUTHORIZATION			SP Developer			Course Cluster Coordinator					Study Program Coordinator				
								·····					Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.		
Learning model		Case Studies													
Program		PLO study program which is charged to the course													
Learning Outcome		Program Objectives (PO)													
(PLO)		PLO-PO Matrix													
				P.O											
		PO Matrix at th	e eno	d of each	learning sta	ae (S	ub-PO)								
					j	5- (-									
P.O Week															
				1.0	2 3 4 5 6		6					12	13 14 15 16		
				1	2 3 -	+ 5	0	1 0	9	10	11 12	13	14	13 10	
Short Course Description This subject is designed to develop students competence in interpretive reading (ie applying and inferring) of non-/fic texts at pre-advanced level, emphasizing the use of appropriate reading strategies to understand implicit information, interpretive cohesive devices in the text, recognize discourse markers, identify the organization, development, and types of text.										nation, interpret					
References		Main :													
 (1) Mikulecky, Beatrice S. (1996). More Reading Power. USA: Adison-Wesley Pub Company (2) http://www.citadel.edu/root/images/Academic_Support_Center/cohesive devices.pdf (3) http://webapp.ln.edu.hk/ceal/elss/sites/default/files/exercise/cate/grammar/Dis markers/index.htm 									.pdf						
		Supporters:													
Supporting lecturerFauris Zuhri, S.Pd., M.Hum. Dr. Yuri Lolita, S.Pd., M.Pd.															
Week- ead		nal abilities of ch learning age ub-PO) Ir		Evaluation			Help Learning, Learning methods, Student Assignments, [Estimated time] Offline Online (online)					m	Learning materials [References	Assessment Weight (%)	
				iuicalui	Cinteria &		Online)		Jiiiiie	(onnie)				
(1)		(2)		(3)	(4)		((5)			(6)		(7)	(8)	

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

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, 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.

- 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.