	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**
Interpretive Reading		8820302103				T=2	P=0	ECTS=3.18	0	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 Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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 subject is designed to develop students competence in interpretive reading (ie applying and inferring) of non-/fictional texts at pre-advanced level, emphasizing the use of appropriate reading strategies to understand implicit information, interpret cohesive devices in the text, recognize discourse markers, identify the organization, development, and types of text.

References	**Main :**
	1. Mikulecky, Beatrice S. 1996. More Reading Power. USA: Adison-Wesley Publishing 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/Discoursemarkers/index.htm
	Supporters:

Supporting lecturer	Fauris Zuhri, S.Pd., M.Hum. Dr. Yuri Lolita, S.Pd., M.Pd. Nur Fauzia, S.S., 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 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 implement the discourse markers, identify the organization To analyze the discourse markers, identify the organization for effective reading	- To identify discourse markers and the organization and text -		explain, discuss, and question and answer, practice 2 X 50			0%
3	To understand discourse markers and the organization of texts To implement the discourse markers, identify the organization To analyze the discourse markers, identify the organization for effective reading	- To identify discourse markers and the organization and text -		explain, discuss, and question and answer, practice 2 X 50			0%
4	To understand discourse markers and the organization of texts To implement the discourse markers, identify the organization To analyze the discourse markers, identify the organization for effective reading	- To identify discourse markers and the organization and text -		explain, discuss, and question and answer, practice 2 X 50			0%

5	To understand the development and types of textTo implement the development and types of text - To analyze 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 - To apply the development of paragraphs in text - To apply the development of paragraphs in (non) 13 fictional texts To analyze the development of paragraphs in text - To analyze development of paragraphs in (non) 13 fictional texts		explain, discuss, and question and answer, practice 2 X 50			0%
6	To understand the development and types of textTo implement the development and types of text - To analyze 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 - To apply the development of paragraphs in text - To apply the development of paragraphs in (non) 13 fictional texts To analyze the development of paragraphs in text - To analyze development of paragraphs in (non) 13 fictional texts		explain, discuss, and question and answer, practice 2 X 50			0%
7	To understand Skimming, Scanning, and Making inferencesTo implement the Skimming, Scanning, and Making inferencesTo analyze the Skimming, Scanning, and Making inferences	- To identify Skimming, Scanning, and Making inferences - To differentiate Skimming, Scanning, and Making inferences - To explain Skimming, Scanning, and Making inferences - To analyze the Skimming, Scanning, and Making Inferences		explain, discuss, and question and answer, practice 2 X 50			0%

8	To understand Skimming, Scanning, and Making inferencesTo implement the Skimming, Scanning, and Making inferencesTo analyze the Skimming, Scanning, and Making inferences	- To identify Skimming, Scanning, and Making inferences - To differentiate Skimming, Scanning, and Making inferences - To explain Skimming, Scanning, and Making inferences - To analyze the Skimming, Scanning, and Making Inferences		explain, discuss, and question and answer, practice 2 X 50			0%
9	To understand Skimming, Scanning, and Making inferencesTo implement the Skimming, Scanning, and Making inferencesTo analyze the Skimming, Scanning, and Making inferences	- To identify Skimming, Scanning, and Making inferences - To differentiate Skimming, Scanning, and Making inferences - To explain 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 including to the process of reading in interpretive readingTo implement the organization and development of texts in interpretive reading -	- to explain cohesive devices in text - to explain discourse markers in text - to explain the organization of text in interpretive reading - to explain the development of text in interpretive reading		Reading practice 2 X 50			0%
11	To implement the content including to the process of reading in interpretive readingTo implement the organization and development of texts in interpretive reading -	- to explain cohesive devices in text - to explain discourse markers in text - to explain the organization of text in interpretive reading - to explain the development of text in interpretive reading		Reading practice 2 X 50			0%
12							0%
13							0%
14							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 | | | | | | | 0% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.