



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Active Reading	7920202253	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																				
	PLO-5	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																																			
	PLO-7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.																																																																																			
	Program Objectives (PO)																																																																																				
	PO - 1	Being able to estimate the title and message from complete text.																																																																																			
	PO - 2	Be able to demonstrate the English language proficiency through reading text with several forms of activities in intermediate level																																																																																			
	PO - 3	Being able to demonstrate students critical thinking and problem solving in thematic discussions																																																																																			
	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	Active reading course assists students to read a large number of materials from a variety of topics on a wide range of genres primarily for enjoyment to enrich understanding that is well within their linguistic and literary competence in and out of the classroom. The materials of this course include (1) how to interpret the theme of the text based on the main idea, supporting details, sequence, and cause and effect relationships, (2) how to understand the use of figurative language, (3) how to judge the author's point of view and language mood, and (4) how to draw the conclusions and predict the outcomes of the text, including relating the information in the text into broader context. The activities in this course are conducted through group discussions, presentations, and classroom assignments, eg written summaries, reports, and analysis of the text. This course aims to develop student's communicative competence as well as students' reading abilities in order to increase student's confidence in learning English which works with pedagogical strategy: providing a large volume of comprehensible to enhance students' communicative competence. Goals will be achieved: (1) to create access for learners to sufficient input of the target language, (2) to enhance reading skills (fluency) by encouraging students to read a large number of books on various topics as well as to improve their overall language competence, (3) to develop oral communicative competence by providing students with collaborative activities, (4) to build a positive toward learning English by using materials within the students' language abilities, (5) to enhance student's motivation and love for learning and to build life-long learning habits.
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References	Main :
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1. Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press							
Supporters:							
Supporting lecturer	Kenya Permata Kusumadewi, S.S., M.Pd. Fithriyah Inda Nur Abida, S.S., M.Pd. Ayu Saraswati, M.Hum. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. Silvy Cinthia Adelia, S.S., M.A. Fariq Shiddiq Tasaufy, S.S., M.Hum. Ephrilia Noor Fitriana, S.Hum., M.Hum.						
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	Being able to preview and predict before they read the text.	Students are able to know what is Active Reading	Criteria: Written Form of Assessment : Participatory Activities	The lecturer explains some reading skills targets in this semester 2 X 50		Material: Unit 1 References: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i>	0%
2	Being able to preview and predict before they read the text.	Accurate and use of context clues in previewing and predicting skills	Criteria: written Form of Assessment : Participatory Activities	Before the students read the text from Inside Reading 2 unit 1, The students answered some questions related to previewing reading skills. 2 X 50		Material: UNIT 1 References: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i>	0%
3	Being able to find main ideas by applying chunks of reading skills	Ability to accurately identify the main idea of a chunk of text	Criteria: Oral and written Form of Assessment : Participatory Activities, Practice/Performance	Students read a short text from Inside Reading 2 unit 2, and try to find the sentence that states the main idea using the chunks technique. 2 X 50		Material: UNIT 2 : Finding Main Ideas applying the chunks reading skills References: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i>	5%
4	Be able to find important information from the text by scanning	To identify new words. To explain the pattern of the paragraph & preview the information. To understand longer passages.	Criteria: Students can find the information they need in a relatively short time through scanning and can distinguish between important and less important information. Form of Assessment : Participatory Activities	Students apply scanning to find specific information from text they've read. 2 X 50		Material: UNIT 3: Scanning Bibliography: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i>	5%

5	Being able to make an outline based on the text they have read	students are able to identify and organize main ideas and supporting details as well as to create an outline effectively and accurately	Criteria: written and oral Form of Assessment : Participatory Activities	Lecturing and discussion 2 X 50		Material: UNIT 4 : Outlining Reference: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i>	6%
6	Being able to read graphs appropriately	To explain what has been presented in the text (about some themes in the stories), the meaning of difficult words. To identify new words. To explain the pattern of the paragraph & preview the information. To understand longer passages. To explain figurative language, writer's point of view, message, and understand its meaning contextually.	Criteria: written and oral Form of Assessment : Participatory Activities		Identifying the graph's purpose by Determining the purpose of the graph by examining its title and any accompanying text. This will provide context for the presented data and help the student interpret the graph more accurately. 2 X 50	Material: UNIT 5: Reading Graph Reference: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i>	5%
7	Being able to read graphs appropriately	Students are able to identify the type of graph, read and understand the labels on a graph, including the title, axis labels and legend.	Criteria: written and oral Form of Assessment : Participatory Activities	Students should present their findings to the class. 2 X 50		Material: UNIT 5: Reading Graph Reference: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i>	5%
8	being able to write about their experiences with different reading strategies and techniques and how these strategies have helped them improve their reading skills	written and oral	Criteria: 5 Form of Assessment : Participatory Activities	Students will keep a learning log throughout the course, in which they reflect on their progress, challenges, and successes 2 x 50		Material: UNIT 7 Reference: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i>	0%

9	<p>1. Become able to improve critical thinking skills and problem solving by reading advanced level texts</p> <p>2.2 Being able to increase vocabulary and language proficiency by reading advanced texts</p> <p>3. Become able to enhance reading comprehension skills, improve their ability to understand complex sentence structures, identify key ideas, and draw inferences from the text.</p>	written and oral	<p>Criteria: written and oral</p> <p>Form of Assessment : Participatory Activities</p>	Students do close reading to apply some reading skills and answer questions - mid term		<p>Material: exercises</p> <p>References: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i></p>	20%
10	Being able to interpret graphs, charts and tables	written and oral	<p>Criteria: written and oral</p> <p>Form of Assessment : Participatory Activities</p>	Students can provide a lot of information in a small space and preview a table or chart. 2 x 50		<p>Material: UNIT 6</p> <p>References: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i></p>	5%
11	Being able to create a summary accurately based on key information	written and oral	<p>Criteria: written and oral</p> <p>Form of Assessment : Participatory Activities</p>	Students will read books of their choice and write reviews that summarize the main points 2 x 50		<p>Material: UNIT 7</p> <p>Reference: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i></p>	5%
12	Being able to make inferences	Can read and interpret statistical tables	<p>Criteria: written and oral</p> <p>Form of Assessment : Participatory Activities</p>		The students discussed with their group and interpreted numerical information in tables. 2 x 50	<p>Material: UNIT 7: Making Inference</p> <p>Literature:</p>	5%
13	Being able to apply different annotation and notetaking techniques based on the type of the text	written and oral	<p>Criteria: written and oral</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Applying annotation and highlighting technique 2 x 50		<p>Material: UNIT 8</p> <p>Reference: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i></p>	5%

14	Being able to use time sequences accurately and effectively	written and oral	Criteria: written and oral Form of Assessment : Participatory Activities	Reading some short stories and breaking the story into the sequence 2 x 50		Material: Inferences References: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i>	2%
15	Being able to create reflective notes on students' work	written and oral	Criteria: written and oral Form of Assessment : Participatory Activities	At the end of the course, students will write a final reflection on what they have learned, how they have improved, and what strategies they will continue to use in the future		Material: reflective notes References: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i>	2%
16	1. Become able to improve critical thinking skills and problem solving by reading advanced level texts 2. Being able to increase vocabulary and language proficiency by reading advanced text 3. Become able to enhance reading comprehension skills, improve their ability to understand complex sentence structures, identify key ideas, and draw inferences from the text.	written and oral	Criteria: creative writing project Form of Assessment : Participatory Activities	Submit the creative writing project - Final term		Material: submitted References: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford: University Press</i>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	95%
2.	Project Results Assessment / Product Assessment	2.5%
3.	Practice / Performance	2.5%
		100%

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.

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.