



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
Critical Thinking	7920202285	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	5	September 1, 2023
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-6	Being able to create sound academic or non-academic works for various audiences and purposes																																																																																																								
	PLO-8	Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa																																																																																																								
	PLO-10	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.																																																																																																								
	Program Objectives (PO)																																																																																																									
	PO - 1	Being able to identify critically complex global challenges and issues related to their lives																																																																																																								
	PO - 2	Being able to identify and analyze causes of challenges beyond surface-level symptoms																																																																																																								
	PO - 3	Being able to identify and analyze causes of challenges beyond surface-level symptoms																																																																																																								
	PO - 4	Being able to communicate their critical analyzes and arguments effectively, both written and oral																																																																																																								
	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	The course is designed to develop students' understanding of critical thinking and their ability to bring it into their lives. It fosters an understanding of how to experience critical thinking skills through any subject or discipline, and at any level of instruction. In addition, the students will be introduced to the elements of reasoning, universal intellectual standards, and intellectual traits through readings, discussions, and practical application activities. Besides, the students will learn to consciously use critical thinking concepts and strategies in learning, and in their lives.
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References	Main :
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1. Connie Missiner. 2005. Good arguments: an introduction to critical thinking. USA: Prentice-Hall
2. Cottrel, Stella. 2017. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan
3. Laurie Blass. 2017. 21st-century communication: listening, speaking, and critical thinking. USA: Prentice-Hall.
4. Lewis Vaughn. 2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.

Supporters:

1. Journals
2. Mendeley Reference Manager

Supporting lecturer Prof. Slamet Setiawan, M.A., Ph.D.
Dr. Widyastuti, 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	Being able to develop the ability to critically analyze the information	mention the controversial issue	<p>Criteria: Answer 5 controversial issues essays question. Each point is worth 20 points</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Discovery learning Discussion Individual assignment 2 X 50	Discussion Individual assignment 2 X 50	<p>Material: How to organize and analyze controversial issues</p> <p>Reference: <i>Cottrel, Stella. 2017. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan</i></p>	4%
2	<ol style="list-style-type: none"> 1. Being able to develop the ability to critically analyze the information 2. Being able to evaluate the quality and reliability of data, research and any information 	note making-key databased	<p>Criteria: Create some key-points related to the evidence with controversial issues</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Problem based Instruction Group Discussion 2 X 50	Problem based Instruction Group Discussion 2 X 50	<p>Material: How to find reliability and credibility of some issues</p> <p>Reference: <i>Lewis Vaughn. 2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.</i></p>	5%
3	Being able to demonstrate and understand current issues in any multiple disciplines	Able to understand any issues and analyze into multiple disciplines	<p>Criteria: Students can make a short paragraph about their analysis of issues into multiple disciplines</p> <p>Form of Assessment : Participatory Activities</p>	Peer work Problem based instruction 2 X 50	Peer work Problem based instruction 2 X 50	<p>Material: How to make paragraphs about critical issues nowadays</p> <p>Library: <i>Journals</i></p>	4%
4	Being able to integrate insights from any fields into critical analysis	<ol style="list-style-type: none"> 1. using general assumptions and logical premises to come to a logical conclusion determining arguments, premises, and conclusions 2. appreciate how group thinking can distort critical thinking 	<p>Criteria: Make a paragraph about logical conclusion determining arguments, premises, and conclusion</p> <p>Form of Assessment : Participatory Activities</p>	Peer work Problem based instruction 2 X 50	Peer work Problem based instruction 2 X 50	<p>Material: Build critical thinking analyzes opinion</p> <p>Reference: <i>Cottrel, Stella. 2017. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan</i></p>	5%

5	Being able to integrate insights from any fields into critical analysis	know what a worldview is and how certain pivotal ideas in a worldview can undermine critical thinking	Criteria: Make a short paragraph about critical issues Form of Assessment : Participatory Activities	Problem-based learning Individual work 2 X 50	Problem-based learning Individual work 2 X 50	Material: How to write critical analysis opinion into paragraph Reader: <i>Lewis Vaughn.2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.</i>	5%
6	students are able to formulate arguments with sound and persuasive reasoning.	be aware when things get very personal, be alert to ways that critical thinking can be undermined, ensure that nothing has been left out, make a conscious effort to look for opposing evidence	Criteria: low, moderate, and smart Form of Assessment : Participatory Activities	Peer-work Discussion 2 X 50	Peer-work Discussion 2 X 50	Material: How to compare and contrast opinions about policies and strategies Reader: <i>Laurie Blass. 2017. 21st-century communication: listening, speaking, and critical thinking. USA: Prentice-Hall.</i>	5%
7	Being able to compare and contrast different approaches, policies, and strategies	Tell the perception how to distinguish some policies and strategies	Criteria: Students opinion in compare and contrast orally Form of Assessment : Participatory Activities	Individual Work 2 X 50	Individual work 2 X 50	Material: How to tell opinions about some policies and strategies inherit in a country Reader: <i>Laurie Blass. 2017. 21st-century communication: listening, speaking, and critical thinking. USA: Prentice-Hall.</i>	5%
8	Identify common psychological barriers to logical and critical thinking.	1.be aware of strong emotions that misshape critical thinking in the world. 2.alert to ways that critical thinking can be undermined 3.ensure that we take into account all relevant factors when we evaluate the floor.	Criteria: answer the questions in mid-test correctly Form of Assessment : Participatory Activities, Practical Assessment	Written Essay 2 X 50	Written Essay 2 X 50	Material: Mid-Term Test Library: <i>Journals</i>	10%
9	Being able to evaluate the effectiveness and potential consequences of policies	Critical analysis about some policies effectiveness both advantages and disadvantages also effectiveness	Criteria: Group discussion and presentation about some countries policies Form of Assessment : Participatory Activities	Peer work discussion 2 X 50	Peer work discussion 2 X 50	Material: How to evaluate some policies and its effectiveness Library: <i>Journals</i>	5%

10	Being able to assess existing policies and propose evidence-based recommendations for policy improvements	Compare and contrast existing policies with argumentative knowledge	Criteria: Debate group Form of Assessment : Participatory Activities	Critical analysis Group discussion 2 X 50	Critical analysis Group discussion 2 X 50	Material: How to do argumentative opinion on debate form about some policies Library: <i>Journals</i>	5%
11	Being able to engage in productive and respectful discussions and debates on topics, foster open mindedness and collaboration	Engage productive and reasonable debate to empower critical issues	Criteria: Create paragraphs about critical issues Form of Assessment : Participatory Activities	Peer work discussion 2 X 50	Peer work discussion 2 X 50	Material: How to do argumentative opinion on debate form about global topics Library: <i>Journals</i>	4%
12	Being able to inform ethical decisions and consider long-term implications	Make perception about ethical consideration in terms of criticism	Criteria: Able to make key points about ethical behavior Form of Assessment : Participatory Activities	Individual work 2 X 50	Individual work 2 X 50	Material: Aspects to consider in thinking critically Reference: <i>Lewis Vaughn.2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.</i>	3%
13	Being able to appreciate the interconnectedness of global issues and the importance of international cooperation	Analyze global issues and multi-cooperation between countries	Criteria: Analyze issues and articles Form of Assessment : Participatory Activities	Group discussions	Group discussions	Material: How to analyze multi-cooperation between each country and its policies Library: <i>Journals</i>	5%
14	Being able to appreciate the interconnectedness of global issues and the importance of international cooperation	Could reveal the development of critical thinking	Criteria: Written opinion about the development of critical thinking in any environment Form of Assessment : Participatory Activities, Practice/Performance	Individual work Discussion 2 x 50	Individual work Discussion 2 X 50	Material: Critical thinking development in any environment Reference: <i>Lewis Vaughn.2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.</i>	5%
15	Review all materials	Review all material that has been explained before	Criteria: Make key-point about all previous material Form of Assessment : Participatory Activities	Group discussion 2 X 50	Group discussion 2 X 50	Material: General review about critical thinking skills Reader: <i>Connie Missiner. 2005. Good arguments: an introduction to critical thinking. USA: Prentice-Hall</i>	0%

16	Final Exam	Write articles about critical analysis	Criteria: Write an essay about global issues and connected to local policies Form of Assessment : Test	Written Essay 2 X 50	Written Essay 2 X 50	Material: Final Exam Library: Journals	30%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	58%
2.	Practical Assessment	5%
3.	Practice / Performance	7%
4.	Test	30%
		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.
- 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.
- 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.