	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
Extensive Reading		7920203068			**T=3** **P=0** **ECTS=4.77**		2	September 15, 2023

AUTHORIZATION		SP Developer		Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

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-8	Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa
	Program Objectives (PO)	
	PO - 1	Being able to make use of methods and strategies in reading academic references critically
	PO - 2	Being able to distinguish key features in academic references in the area of linguistics, literature, and culture
	PO - 3	Being able to evaluate academic references
	PO - 4	Being able to compose critically annotated bibliography of the selected academic references
	PLO-PO Matrix	

P.O	PLO-5	PLO-8
PO-1		
PO-2		
PO-3		
PO-4		

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
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	This subject is intended to assist students to develop and cultivate the critical thinking skills applied to academic references of journal articles, book chapters, and the like from linguistics, literature, and cultural studies. This course stresses the importance of scientifically-based research. The students will be required to respond to texts in the written form of critical review. The classroom activities are conducted through individual reading projects, group activities, and quizzes.

References	**Main :**
	1. APA 7th Referencing Style 2. Mendeley Referencing System 3. Related journal articles 4. websites on annotated bibliography: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html https://guides.library.cornell.edu/annotatedbibliography/home . https://student.unsw.edu.au/annotated-bibliography https://library.leeds.ac.uk/info/1401/academic_skills/80/annotated_bibliographievvideo https://libguides.umgc.edu/apa-annotated-bibliography
	Supporters:

Supporting lecturer	Diana Budi Darma, S.S., M.Pd. Hujuala Rika Ayu, S.S., M.A. Fithriyah Inda Nur Abida, 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 introduce the course outline	1. To conduct and follow the class accordingly 2. To make necessary preparation	**Criteria:** none **Form of Assessment :** Participatory Activities	Speech class discussion 2 X 50		**Material:** The example of reading for research activity **Library:** *Related journal articles*	5%
2	To select appropriate and relevant references	1. To conduct comprehensive research on appropriate and relevant references 2. To navigate the internet when selecting	**Criteria:** none **Form of Assessment :** Participatory Activities, Practice/Performance	Speech individual practice 4 X 50		**Material:** Select appropriate and relevant references **Library:** *Related journal articles*	5%
3	To select appropriate and relevant references	1. To conduct comprehensive research on appropriate and relevant references 2. To navigate the internet when selecting	**Criteria:** none **Form of Assessment :** Participatory Activities, Practice/Performance	Speech individual practice 4 X 50		**Material:** Select appropriate and relevant references **Library:** *Related journal articles*	5%

			Criteria / Form of Assessment			Material / References	
4	To cite appropriate and relevant references	1.to categorize selected reading references 2.to use Mendeley on APA style	**Criteria:** none **Form of Assessment** : Practice / Performance	Speech class discussion Small group discussion 2 X 50		**Material:** Cite appropriate references **References:** *Mendeley Referencing System*	5%
5	To check students' understanding on referring system	To successfully identify the steps in citing relevant resources	**Criteria:** Each correct answer scores 2 points **Form of Assessment** : Participatory Activities, Practice/Performance	Online qiuz 2 X 50		**Material:** Identify the steps in citing references **Bibliography:** *websites on annotated bibliography: https://owl.purdue.edu/... https://guides.library.cornell.edu/annotatedbibliography/home . https://student.unsw.edu.au/annotated-bibliography https://library.leeds.ac.uk/info/1401/academic_skills/80/annotated_bibliographievvideo https://libguides.umgc.edu/apa-annotated- bibliography*	3%
6	To distinguish key features in academic references in the area of linguistics	To identify key features in journal articles in linguistics	**Criteria:** none **Form of Assessment** : Portfolio Assessment, Practice / Performance	Individual reading project 2 X 50		**Material:** Identify features in journal articles **Library:** *Related journal articles*	5%
7	To distinguish key features in academic references in the area of literature and cultural studies	To identify key features in journal articles in literature and cultural studies	**Criteria:** none **Form of Assessment** : Portfolio Assessment, Practice / Performance	Individual reading project 2 X 50		**Material:** Identify key features in literature and cultural studies **Library:** *Related journal articles*	2%
8	To achieve course learning outcomes 1 & 2	1.To make use of methods and strategies in reading academic references critically 2.To distinguish key features in academic references in the area of linguistics, literature, and culture.	**Criteria:** Making Annotated Bibliography according to the generic structure correctly **Form of Assessment** : Project Results Assessment / Product Assessment	Synchronous exam 2 X 50		**Material:** Making annotated bibliography using APA style **Reference:** *APA 7th Referencing Style*	10%
9	To evaluate academic reference	1.To select two or more references 2.To compare two or more references 3.To evaluate the two or more references based on the comparison results	**Criteria:** none **Form of Assessment** : Project Results Assessment / Product Assessment	Small group discussionGroup presentation (Deadline: week 10 & 11) 6 X 50		**Material:** Evaluating academic references **Library:** *websites on annotated bibliography: https://owl.purdue.edu/... https://guides.library.cornell.edu/annotatedbibliography/home . https://student.unsw.edu.au/annotated-bibliography https://library.leeds.ac.uk/info/1401/academic_skills/80/annotated_bibliographievvideo https://libguides.umgc.edu/apa-annotated- bibliography*	5%
10	To evaluate academic reference	1.To select two or more references 2.To compare two or more references 3.To evaluate the two or more references based on the comparison results	**Criteria:** none **Form of Assessment** : Assessment of Project Results / Product Assessment, Practices / Performance	Small group discussionGroup presentation (Deadline: week 10 & 11) 6 X 50		**Material:** Evaluating academic references **Library:** *websites on annotated bibliography: https://owl.purdue.edu/... https://guides.library.cornell.edu/annotatedbibliography/home . https://student.unsw.edu.au/annotated-bibliography https://library.leeds.ac.uk/info/1401/academic_skills/80/annotated_bibliographievvideo https://libguides.umgc.edu/apa-annotated- bibliography*	10%
11	To evaluate academic reference	1.To select two or more references 2.To compare two or more references 3.To evaluate the two or more references based on the comparison results	**Criteria:** none **Form of Assessment** : Participatory Activities, Practice/Performance	Small group discussionGroup presentation (Deadline: week 10 & 11) 6 X 50		**Material:** Evaluating academic references **Library:** *websites on annotated bibliography: https://owl.purdue.edu/... https://guides.library.cornell.edu/annotatedbibliography/home . https://student.unsw.edu.au/annotated-bibliography https://library.leeds.ac.uk/info/1401/academic_skills/80/annotated_bibliographievvideo https://libguides.umgc.edu/apa-annotated- bibliography*	5%
12	To compose a Critical Annotated Bibliography	1.To identify the generic structure potential of a critical Annotated Bibliography 2.To design a critical Annotated Bibliography paper	**Criteria:** none **Form of Assessment** : Project Results Assessment / Product Assessment	Speech Class discussion Small group discussion Self-paced composition 6 X 50		**Material:** Critical annotated bibliography **Reference:** *Mendeley Referencing System*	10%
13	To compose a Critical Annotated Bibliography	1.To identify the generic structure potential of a critical Annotated Bibliography 2.To design a critical Annotated Bibliography paper	**Criteria:** none **Form of Assessment** : Participatory Activities, Practice/Performance	SpeechClass discussionSmall group discussionSelf-pace composition 6 X 50		**Material:** Critical annotated bibliography **Reference:** *Mendeley Referencing System*	5%
14	To compose a Critical Annotated Bibliography	1.To identify the generic structure potential of a critical Annotated Bibliography 2.To design a critical Annotated Bibliography paper	**Criteria:** none **Form of Assessment** : Project Results Assessment / Product Assessment	SpeechClass discussionSmall group discussionSelf-pace composition 6 X 50		**Material:** Design critical annotated bibliography **Reference:** *APA 7th Referencing Style*	10%

| 15 | To check students' understanding on some steps in making critical Annotated Bibliography | To identify the generic structure potential of a critical Annotated Bibliography | **Criteria:** none

Form of Assessment : Project Results Assessment / Product Assessment | Online quiz 2 X 50 | | **Material:** Identify generic structure about annotated bibliography
Bibliography: *websites on annotated bibliography: https://owl.purdue.edu/...*
https://guides.library.cornell.edu/annotatedbibliography/home .
https://student.unsw.edu.au/annotated-bibliography
https://library.leeds.ac.uk/info/1401/academic_skills/80/annotated_bibliographievvideo
https://libguides.umgc.edu/apa-annotated- bibliography | 5% |
| 16 | To achieve CLO 3 & 4 | 1. To evaluate selected reading material
2. To compose a critical review of the selected materials | **Criteria:** Making Critical Annotated Bibliography according to the generic structure correctly

Form of Assessment : Project Results Assessment / Product Assessment | Take-home exam Deadline: June 2021 2 X 50 | | **Material:** Making project related to annotated bibliography
Library: *Mendeley Referencing System* | 10% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	16.5%
2.	Project Results Assessment / Product Assessment	55%
3.	Portfolio Assessment	3.5%
4.	Practice / Performance	25%
		100%

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.