

		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																																
Intensive Reading		7920202275			T=2	P=0	ECTS=3.18	0 July 18, 2024																																
AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator																																		
			Dr. Ali Mustofa, S.S., M.Pd.																																		
Learning model	Case Studies																																							
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																							
	Program Objectives (PO)																																							
	PLO-PO Matrix																																							
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Short Course Description	This course is designed to prepare students for non-fictional texts at pre-intermediate level by exploring a wide variety of strategies, including reading strategies for before, during and after reading (ie previewing, scanning, using context clues to clarify meaning, finding the main idea, summarizing, making inferences). Rich vocabulary instruction and practice that targets vocabulary from the Academic Word List (AWL) levels 1-3, technical and cultural terms related to the topic discussed provides opportunities for students to improve their language proficiency and their ability to decode and process vocabulary. The topics in this course include history, technology, literature, nutrition, geology, sociology, journalism, and medicine. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answering																																							
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 30px; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>								P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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References	Main : 1. Burgmeier, Arline. 2001. Inside Reading Intro : The Academic Word List in Context. 2nd Edition . Oxford : University Press 2. Burgmeier, Arline. 2009. Inside Reading 1 : The Academic Word List in Context. Oxford : University Press Supporters:																																							
Supporting lecturer	Dwi Nur Cahyani Sri Kusumaningtyas, S.S., 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	To understand the importance of reading skills and strategies	<ol style="list-style-type: none"> 1. Describe the importance of reading skills 2. Students are able to identify definitions 		Lecturing, Small group discussion, Question-Answer 2 X 50			0%
2	To apply previewing and scanning as pre-reading strategy	<ol style="list-style-type: none"> 1. Identify examples related to the text 2. Make use of the target academic words related to urban planning 3. Apply previewing and predicting as pre-reading strategy 4. Identify specific information in reading passage 		Lecturing, Small group discussion, Question-Answer 2 X 50			0%
3	To identify time signal	<ul style="list-style-type: none"> - Identify time signal related the text - - Make use the target academic words related to nutrition - - Understand the academic words related to nutrition - - Identify specific information in reading passage 		Lecturing, discussion 2 X 50			0%
4	- To demonstrate how to use dictionary toward reading text To understand the vocabulary related to the text	<ul style="list-style-type: none"> - Identify steps in sequence - - Make use the target academic words related to art - - Understand the vocabulary words related to art and law - Identify unfamiliar words and learn the meaning of that specific word 		Lecturing, Small group discussion, Question-Answer 2 X 50			0%
5	To apply outlining as whilst-reading strategy	<ul style="list-style-type: none"> - Understand the target academic words related to Literature - - Make use of the target academic words related to Literature - - Apply outlining as whilst-reading strategy - - Identify specific information in reading passage 		Lecturing, Small group discussion, Question-Answer 2 X 50			0%

6	To apply outlining as whilst-reading strategy	- Understand the target academic words related to Literature - Make use of the target academic words related to Literature - Apply outlining as whilst-reading strategy - Identify specific information in reading passage		Lecturing, Small group discussion, Question-Answer 2 X 50			0%
7	To apply outlining as whilst-reading strategy	- Understand the target academic words related to Literature - Make use of the target academic words related to Literature - Apply outlining as whilst-reading strategy - Identify specific information in reading passage		Lecturing, Small group discussion, Question-Answer 2 X 50			0%
8	MID TERM			2 X 50			0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.

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.