



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
Extensive Reading	8820303080		T=3 P=0 ECTS=4.77	5	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 that is charged to the course																																	
	Program Objectives (PO)																																	
	PLO-PO Matrix																																	
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 20px;">P.O</td> </tr> </table>	P.O																																
P.O																																		
PO Matrix at the end of each learning stage (Sub-PO)	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	P.O		Week																															
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description This course is designed to help students demonstrate the ways critical reading and critical writing function together in the process of the research. It aims to develop and hone the skills of the critical reader: identifying and interpreting different genres; contextualizing primary texts within their contexts (cultural, historical, social, political); and analyzing primary texts through a wide range of secondary sources - contextual, critical and theoretical. The topics in this course main focus on EFL current issues. Along the course, students are involved in various activities designed to help them practice and improve their research skills and produce an annotated bibliography independently based on their proposed topic. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.

References

Main :

1. Cargill, OConnor. 2009. Writing Scientific Research Articles_ Strategy and Steps. Wiley-Blackwell.
2. Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan.
3. Fairbairn, G. J., & Fairbairn, S. A. 2001. Reading at university: A guide for students. Buckingham: Open University Press.Yudkin,
4. Ben. 2006. Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine. Canada: Routledge
5. _____. Aug 3, 2017.The Literature Review - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California. Retrieved from : <http://libguides.usc.edu/writingguide>.
6. Ridley, Diana. 2012. The Literature Review: A Step-by-Step Guide for Students (SAGE Study Skills Series). SAGE Publications Ltd
7. Dane, Francis. 2010. Evaluating Research: Methodology for People Who Need to Read Research. SAGE Publications Ltd
8. Scholarly articles from reputable journals.

Supporters:

Supporting lecturer Arik Susanti, S.Pd., M.Pd.
 Retno Wulan Dari, S.Pd., M.Pd.
 Eva Rahmawati, S.Pd., 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 make use of critical thinking skills in responding to semi-scientific and scientific texts read. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read.	1.To make use of critical thinking skills in responding to semi-scientific and scientific texts read. 2.To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read.	Criteria: 1. Able to identify the main idea of the text. 2. Able to identify the stated and implied information 3. Able to refer to appropriate statements 4. Able to make a summary 5. Able to paraphrase	lecturingquestion-answersskimmingscanningsilent reading 3 X 50			0%

2	To make use of critical thinking skills in responding to semi-scientific and scientific texts read. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read.	<ol style="list-style-type: none"> 1.To make use of critical thinking skills in responding to semi-scientific and scientific texts read. 2.To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read. 	Criteria: <ol style="list-style-type: none"> 1.Able to identify the main idea of the text. 2.Able to identify the stated and implied information 3.Able to refer to appropriate statements 4.Able to make a summary 5.Able to paraphrase 	lecturingquestion-answersskimmingscanningsilent reading 3 X 50			0%
3	To be able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography. to be responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography.	<ol style="list-style-type: none"> 1.to reproduce the contents of the semi-scientific / popular articles in their own words 2.to write summaries of semi-scientific/popular articles in their own words 3.to write a critical response to the contents of semi-scientific/popular articles in the form of annotated bibliography 	Criteria: <ol style="list-style-type: none"> 1.Able to identify the main idea of the text. 2.Able to identify the stated and implied information 3.Able to refer to appropriate statements 4.Able to make a summary 5.Able to paraphrase 	lecturingquestion-answersskimmingscanningsilent reading 3 X 50			0%
4	To be able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography. to be responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography.	<ol style="list-style-type: none"> 1.to reproduce the contents of the semi-scientific / popular articles in their own words 2.to write summaries of semi-scientific/popular articles in their own words 3.to write a critical response to the contents of semi-scientific/popular articles in the form of annotated bibliography 	Criteria: <ol style="list-style-type: none"> 1.Able to identify the main idea of the text. 2.Able to identify the stated and implied information 3.Able to refer to appropriate statements 4.Able to make a summary 5.Able to paraphrase 	lecturingsummary writing modelingannotated bibliography writing modeling writing summary and annotated bibliography independently 3 X 50			0%
5	To make use of critical thinking skills in responding to semi-scientific and scientific texts read. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read. To be able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography. to be responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography.	<ol style="list-style-type: none"> 1.to reproduce the contents of the semi-scientific / popular articles in their own words 2.to write summaries of semi-scientific/popular articles in their own words 3.to write a critical response to the contents of semi-scientific/popular articles in the form of annotated bibliograph 	Criteria: <ol style="list-style-type: none"> 1.Able to identify the main idea of the text. 2.Able to identify the stated and implied information 3.Able to refer to appropriate statements 4.Able to make a summary 5.Able to paraphrase 	Reproducing the contents of text writing summary and annotated bibliography independently 3 X 50			0%

6	To make use of critical thinking skills in responding to semi-scientific and scientific texts read. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read. To be able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography. to be responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography.	<ol style="list-style-type: none"> 1.to reproduce the contents of the semi-scientific / popular articles in their own words 2.to write summaries of semi-scientific/popular articles in their own words 3.to write a critical response to the contents of semi-scientific/popular articles in the form of annotated bibliography 	Criteria: <ol style="list-style-type: none"> 1.Able to identify the main idea of the text. 2.Able to identify the stated and implied information 3.Able to refer to appropriate statements 4.Able to make a summary 5.Able to paraphrase 	writing summary and annotated bibliography independently 3 X 50			0%
7	To make use of critical thinking skills in responding to semi-scientific and scientific texts read. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read.	<ol style="list-style-type: none"> 1.To make use of critical thinking skills in responding to semi-scientific and scientific texts read. 2.To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read. 	Criteria: <ol style="list-style-type: none"> 1.Able to identify the main idea of the text. 2.Able to identify the stated and implied information 3.Able to refer to appropriate statements 4.Able to make a summary 5.Able to paraphrase 	written test 3 X 50			0%
8	To make use of critical thinking skills in responding to semi-scientific and scientific texts read.To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read.To be able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography. to be responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography.	<ol style="list-style-type: none"> 1.to identify components of semi scientific articles 2.to determine the components of semi-scientific / popular articles 3.to reproduce the contents of the semi-scientific / popular articles in their own words 	Criteria: <ol style="list-style-type: none"> 1.Able to identify the main idea of the text. 2.Able to identify the stated and implied information 3.Able to refer to appropriate statements 4.Able to make a summary 5.Able to paraphrase 	lecturingdiscussionindividual presentation writing summary and annotated bibliography independently 3 X 50			0%

9	To make use of critical thinking skills in responding to semi-scientific and scientific texts read. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read. To be able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography. to be responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography.	<ol style="list-style-type: none"> 1. to identify components of semi scientific articles 2. to determine the components of semi-scientific / popular articles 3. to reproduce the contents of the semi-scientific / popular articles in their own words 	Criteria: <ol style="list-style-type: none"> 1. Able to identify the main idea of the text. 2. Able to identify the stated and implied information 3. Able to refer to appropriate statements 4. Able to make a summary 5. Able to paraphrase 	lecturingdiscussionindividual presentation writing summary and annotated bibliography independently 3 X 50			0%
10	To make use of critical thinking skills in responding to semi-scientific and scientific texts read. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read. To be able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography. to be responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography.	<ol style="list-style-type: none"> 1. to identify components of semi scientific articles 2. to determine the components of semi-scientific / popular articles 3. to reproduce the contents of the semi-scientific / popular articles in their own words 	Criteria: <ol style="list-style-type: none"> 1. Able to identify the main idea of the text. 2. Able to identify the stated and implied information 3. Able to refer to appropriate statements 4. Able to make a summary 5. Able to paraphrase 	lecturingdiscussionindividual presentation writing summary and annotated bibliography independently 3 X 50			0%

11	To make use of critical thinking skills in responding to semi-scientific and scientific texts read. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read. To be able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography. to be responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography.	<ol style="list-style-type: none"> 1. to identify components of theoretical scientific articles, ELT research articles and ELT text books 2. to determine the components of theoretical scientific articles, ELT research articles and ELT text books 3. to reproduce the contents of theoretical scientific articles, ELT research articles and ELT text books in their own words to write summary and annotated bibliography of theoretical scientific articles, ELT research articles and ELT text books 4. to respond critically to the contents of theoretical scientific articles, ELT research articles and ELT text books in an annotated bibliography 	Criteria: <ol style="list-style-type: none"> 1. Able to identify the main idea of the text. 2. Able to identify the stated and implied information 3. Able to refer to appropriate statements 4. Able to make a summary 5. Able to paraphrase 	LectureReading for identification of theoretical scientific articles, ELT research articles and ELT text books discussion writing summary and annotated bibliography 3 X 50		0%
12	To make use of critical thinking skills in responding to semi-scientific and scientific texts read. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read.	<ol style="list-style-type: none"> 1. To make use of critical thinking skills in responding to semi-scientific and scientific texts read. 2. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read. 	Criteria: <ol style="list-style-type: none"> 1. Able to identify the main idea of the text. 2. Able to identify the stated and implied information 3. Able to refer to appropriate statements 4. Able to make a summary 5. Able to paraphrase 	lecturingquestion-answersskimmingscanningsilent reading 3 X 50		0%
13	To make use of critical thinking skills in responding to semi-scientific and scientific texts read. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read.	<ol style="list-style-type: none"> 1. To make use of critical thinking skills in responding to semi-scientific and scientific texts read. 2. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read. 	Criteria: <ol style="list-style-type: none"> 1. Able to identify the main idea of the text. 2. Able to identify the stated and implied information 3. Able to refer to appropriate statements 4. Able to make a summary 5. Able to paraphrase 	lecturingquestion-answersskimmingscanningsilent reading 3 X 50		0%
14	To make use of critical thinking skills in responding to semi-scientific and scientific texts read. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read.	<ol style="list-style-type: none"> 1. To make use of critical thinking skills in responding to semi-scientific and scientific texts read. 2. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read. 	Criteria: <ol style="list-style-type: none"> 1. Able to identify the main idea of the text. 2. Able to identify the stated and implied information 3. Able to refer to appropriate statements 4. Able to make a summary 5. Able to paraphrase 	lecturingquestion-answersskimmingscanningsilent reading 3 X 50		0%

15	To make use of critical thinking skills in responding to semi-scientific and scientific texts read. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read.	1.To make use of critical thinking skills in responding to semi-scientific and scientific texts read. 2.To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read.	Criteria: 1.Able to identify the main idea of the text. 2.Able to identify the stated and implied information 3.Able to refer to appropriate statements 4.Able to make a summary 5.Able to paraphrase	lecturingquestion-answersskimmingscanningsilent reading 3 X 50			0%
16	To make use of critical thinking skills in responding to semi-scientific and scientific texts read. To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read.	1.To make use of critical thinking skills in responding to semi-scientific and scientific texts read. 2.To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read.	Criteria: 1.Able to identify the main idea of the text. 2.Able to identify the stated and implied information 3.Able to refer to appropriate statements 4.Able to make a summary 5.Able to paraphrase	lecturingquestion-answersskimmingscanningsilent reading 3 X 50			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.
- 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.