



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
Reading For Research	8820302181	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	May 1, 2023
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator	
				Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	

Learning model Project Based Learning

Program Learning Outcomes (PLO) PLO study program that is charged to the course

PLO-8 Demonstrate written, visual and oral presentation skills to communicate English-related knowledge

PLO-13 Conduct research and study English language learning.

Program Objectives (PO)

PO - 1 Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend non-fictional texts at upper-intermediate level and use appropriate sources in academic writing

PO - 2 Utilize library sources and apply logical, critical, systematic, and innovative thinking to respond upper intermediate reading passages and understand the constitution of plagiarism

PO - 3 Apply knowledge and skills needed to use reading sources appropriately in academic research, evaluate information found in scholarly articles based on accuracy, validity, appropriateness for needs, importance, and social and cultural context

PO - 4 Making use of learning sources and IT to use search engines effectively, evaluate information found in primary and secondary sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context and produce an annotated bibliography independently.

PLO-PO Matrix

P.O	PLO-8	PLO-13
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 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, workshops, discussions, question-answers, and reflective thinking activities.

References **Main :**

1. Yeong, Foong May. 2014. How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members). World Scientific
2. Fink, Arlene G. Fink. 2019. Conducting Research Literature Reviews: From the Internet to Paper. Sage Publishing.

Supporters:

<ol style="list-style-type: none"> _____. 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. Dane, Francis. 2010. Evaluating Research: Methodology for People Who Need to Read Research. SAGE Publications Ltd Galvan, Jose L. and Galvan, Melisa C. 2017. Writing Literature Reviews; A Guide for Students of the Social and Behavioral Sciences. 7th Edition. New York; Routledge Hart, Chris. 2018. Doing a Literature Review: Releasing the Research Imagination (SAGE Study Skills Series). 2nd edition. Sage Publishing. Yudkin, Ben. 2006. Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine. Canada: Routledge Journal articles from ELT Journal, TESOL Quarterly. 							
Supporting lecturer		Henny Dwi Iswati, S.S., M.Pd. Dr. Him'mawan Adi Nugroho, 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	Understanding the types of Literature Sources and the types of Journals & Paper	<ol style="list-style-type: none"> To mention the types of Literature Sources To give examples of each type of Literature Sources To mention the types of Journals & Paper To state the differences and similarities of each type of Journals & Paper 	Form of Assessment : Participatory Activities	Discussion, Lecturing, Question-Answer 2 X 50	Discussion, Lecturing, Question-Answer 2 x 50	Material: Types of Literature Sources Bibliography: Hart, Chris. 2018. <i>Doing a Literature Review: Releasing the Research Imagination (SAGE Study Skills Series). 2nd edition. Sage Publishing.</i> Material: Types of Journals & Paper Bibliography: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine. Canada: Routledge</i> Material: Types of Journals & Paper Library: Journal articles from ELT Journal, TESOL Quarterly.	5%
2	Finding and selecting appropriate source material from both print and electronic environments	<ol style="list-style-type: none"> To use Digilib Sources, Google Scholar, Academia, ResearchGate, and Libgen in finding appropriate source material To define the quality of source material using google index, Sinta and Scimago 	Criteria: <ol style="list-style-type: none"> Able to identify the main idea of the text. Able to identify the stated and implied information Able to refer to appropriate statements Able to make a summary Able to paraphrase Form of Assessment : Participatory Activities	Workshop, Question-Answer, Discussion 3 X 50		Material: Workshop on: Google Scholar, Scimago, Academia, Researchgate, Scihub, Libgen, Sprott and Scimago Bibliography: Fink, Arlene G. Fink. 2019. <i>Conducting Research Literature Reviews: From the Internet to Paper. Sage Publishing.</i> Material: Workshop on: Google Scholar, Scimago, Academia, Researchgate, Scihub, Libgen, Sinta and Scimago Reader: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine. Canada: Routledge</i> Material: Workshop on: Google Scholar, Scimago, Academia, Researchgate, Scihub, Libgen, Sprott and Scimago Library: Journal articles from ELT Journal, TESOL Quarterly.	5%

3	Managing and using Sources	<ol style="list-style-type: none"> 1.To use Mendeley in managing reference 2.To manage referencing system using Mendeley 3.To use paraphrase, summarize and synthesize strategies in avoiding plagiarism 4.To use Turnitin in checking similarity and plagiarism 	<p>Criteria:</p> <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 <p>Form of Assessment : Participatory Activities</p>	Workshop, Question-Answer, Discussion 3 X 50		<p>Material: Workshop on: Mendeley & Turnitin Reader: Fink, Arlene G. Fink. 2019. <i>Conducting Research Literature Reviews: From the Internet to Paper</i>. Sage Publishing.</p> <p>Material: Workshop on: Mendeley & Turnitin Reader: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine</i>. Canada: Routledge</p> <p>Material: Workshop on: Mendeley & Turnitin Library: Journal articles from <i>ELT Journal, TESOL Quarterly</i>.</p>	5%
4	Doing initial appraisal and analyzing the organization of research article	<ol style="list-style-type: none"> 1.To appraise a research article based on the Author, Date of Publication, Edition or Revision, Publisher and Title of Journal 2.To use checklist as a guide in initial appraisal 3.To mention the parts of Research Article Structure (AIMRAD) 4.To dissect articles based on AIMRAD 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to appraise a research article based on the Author, Date of Publication, Edition or Revision, Publisher and Title of Journal 2.Able to use checklist as a guide in initial appraisal 3.Able To mention the parts of Research Article Structure (AIMRAD) 4.Able To dissect articles based on AIMRAD <p>Form of Assessment : Participatory Activities</p>	Discussion, Lecturing, Question-Answer 3 X 50		<p>Material: AIMRAD Bibliography: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i>. WorldScientific</p> <p>Material: CRAAP checklist References: Dane, Francis. 2010. <i>Evaluating Research: Methodology for People Who Need to Read Research</i>. SAGE Publications Ltd</p> <p>Material: AIMRAD Bibliography: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine</i>. Canada: Routledge</p>	5%
5	Doing initial appraisal and analyzing the organization of research article	<ol style="list-style-type: none"> 1.To appraise a research article based on the Author, Date of Publication, Edition or Revision, Publisher and Title of Journal 2.To use checklist as a guide in initial appraisal 3.To mention the parts of Research Article Structure (AIMRAD) 4.To dissect articles based on AIMRAD 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to appraise a research article based on the Author, Date of Publication, Edition or Revision, Publisher and Title of Journal 2.Able to use checklist as a guide in initial appraisal 3.Able To mention the parts of Research Article Structure (AIMRAD) 4.Able To dissect articles based on AIMRAD <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Discussion, Lecturing, Question-Answer 3 X 50		<p>Material: AIMRAD Bibliography: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i>. WorldScientific</p> <p>Material: CRAAP checklist References: Dane, Francis. 2010. <i>Evaluating Research: Methodology for People Who Need to Read Research</i>. SAGE Publications Ltd</p> <p>Material: AIMRAD Bibliography: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine</i>. Canada: Routledge</p>	5%

6	Analyzing research gaps & research fills	<ol style="list-style-type: none"> 1.To explain the characteristics of research gap & research fill 2.To identify the research gap & fill research by using cue words 3.To formulate research gap & research fill 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to explain the characteristics of research gap & research fill 2.Able to identify the research gap & fill research by using cue words 3.Able to formulate research gap & research fill <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Discussion, Lecturing, Question-Answer 3 X 50		<p>Material: Research gap & research fill References: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i>. WorldScientific</p> <p>Material: Research gap & research fill References: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine</i>. Canada: Routledge</p> <p>Material: Research gap & research fill Bibliography: Journal articles from ELT Journal, TESOL Quarterly.</p>	5%
7	Analyzing research gaps & research fills	<ol style="list-style-type: none"> 1.To explain the characteristics of research gap & research fill 2.To identify the research gap & fill research by using cue words 3.To formulate research gap & research fill 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Able to explain the characteristics of research gap & research fill 2.Able to identify the research gap & fill research by using cue words 3.Able to formulate research gap & research fill <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Discussion, Lecturing, Question-Answer 3 X 50		<p>Material: Research gap & research fill References: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i>. WorldScientific</p> <p>Material: Research gap & research fill References: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine</i>. Canada: Routledge</p> <p>Material: Research gap & research fill Bibliography: Journal articles from ELT Journal, TESOL Quarterly.</p>	5%
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.	Able to answer questions related to the materials from the previous meetings	<p>Criteria: Written</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Mid-term test (written) 3 X 50		<p>Material: Mid-term Test Library: Journal articles from ELT Journal, TESOL Quarterly.</p>	0%

9	Comparing & Contrasting Journal Article	<ol style="list-style-type: none"> 1.To discuss the similarities and differences between two or more articles within the same focus 2.To compare & contrast journals articles to learner's papers 3.To review the research gap & research fill made in meeting 7 	Form of Assessment : Participatory Activities	Discussion, Lecturing, Question-Answer 3 X 50		<p>Material: the similarities and differences between two or more articles within the same focus Bibliography: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i>. WorldScientific</p> <p>Material: compare & contrast journals articles to learner's paper Reader: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine</i>. Canada: Routledge</p> <p>Material: review of the research gap & research fill Bibliography: Journal articles from <i>ELT Journal</i>, <i>TESOL Quarterly</i>.</p>	5%
10	Comparing & Contrasting Journal Article	<ol style="list-style-type: none"> 1.To discuss the similarities and differences between two or more articles within the same focus 2.To compare & contrast journals articles to learner's papers 3.To review the research gap & research fill made in meeting 7 	Form of Assessment : Participatory Activities	Discussion, Lecturing, Question-Answer 3 X 50		<p>Material: the similarities and differences between two or more articles within the same focus Bibliography: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i>. WorldScientific</p> <p>Material: compare & contrast journals articles to learner's paper Reader: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine</i>. Canada: Routledge</p> <p>Material: review of the research gap & research fill Bibliography: Journal articles from <i>ELT Journal</i>, <i>TESOL Quarterly</i>.</p>	5%
11	Creating 5 Part-Precis	<ol style="list-style-type: none"> 1.To explain the difference between summary and summary 2.To mention the parts of precision and the cue words for each part 3.To compose 5 Part-Precis 	Form of Assessment : Participatory Activities	Discussion, Lecturing, Question-Answer 3 X 50		<p>Material: explain the difference between precis and summary References: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i>. WorldScientific</p> <p>Material: mention the parts of precis and the cue words for each part Bibliography: Journal articles from <i>ELT Journal</i>, <i>TESOL Quarterly</i>.</p>	5%

12	Creating 5 Part-Precis	<ol style="list-style-type: none"> To explain the difference between summary and precis To mention the parts of precision and the cue words for each part To compose 5 Part-Precis 	Form of Assessment : Participatory Activities	Discussion, Lecturing, Question-Answer 3 X 50		<p>Material: explain the difference between precis and summary References: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i>. WorldScientific</p> <hr/> <p>Material: mention the parts of precis and the cue words for each part Bibliography: <i>Journal articles from ELT Journal, TESOL Quarterly.</i></p>	5%
13	Composing annotated bibliography	<ol style="list-style-type: none"> To discuss the importance of annotated bibliography To mention the part of annotated bibliography To explain the 2 types of ann.bib; Informative & combination To compose annotated bibliography 	Form of Assessment : Participatory Activities	Discussion, Lecturing, Question-Answer 3 X 50		<p>Material: the importance of annotated bibliography Bibliography: _____. Aug 3, 2017. <i>The Literature Review - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California</i>. Retrieved from : http://libguides.usc.edu/...</p> <hr/> <p>Material: the parts of ann.bib Bibliography: Galvan, Jose L. and Galvan, Melisa C. 2017. <i>Writing Literature Reviews; A Guide for Students of the Social and Behavioral Sciences</i>. 7th Edition. New York; Routledge</p> <hr/> <p>Material: the 2 types of ann.bib; Informative & combination Bibliography: Hart, Chris. 2018. <i>Doing a Literature Review: Releasing the Research Imagination (SAGE Study Skills Series)</i>. 2nd edition. Sage Publishing.</p>	8%
14	Composing annotated bibliography	<ol style="list-style-type: none"> To discuss the importance of annotated bibliography To mention the part of annotated bibliography To explain the 2 types of ann.bib; Informative & combination To compose annotated bibliography 	Form of Assessment : Participatory Activities	Discussion, Lecturing, Question-Answer 3 X 50		<p>Material: the importance of annotated bibliography Bibliography: _____. Aug 3, 2017. <i>The Literature Review - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California</i>. Retrieved from : http://libguides.usc.edu/...</p> <hr/> <p>Material: the parts of ann.bib Bibliography: Galvan, Jose L. and Galvan, Melisa C. 2017. <i>Writing Literature Reviews; A Guide for Students of the Social and Behavioral Sciences</i>. 7th Edition. New York; Routledge</p> <hr/> <p>Material: the 2 types of ann.bib; Informative & combination Bibliography: Hart, Chris. 2018. <i>Doing a Literature Review: Releasing the Research Imagination (SAGE Study Skills Series)</i>. 2nd edition. Sage Publishing.</p>	8%

15	Composing annotated bibliography	<p>1.To discuss the importance of annotated bibliography</p> <p>2.To mention the part of annotated bibliography</p> <p>3.To explain the 2 types of ann.bib; Informative & combination</p> <p>4.To compose annotated bibliography</p>	<p>Form of Assessment : Participatory Activities</p>	Discussion, Lecturing, Question-Answer 3 X 50		<p>Material: the importance of annotated bibliography Bibliography: _____. <i>Aug 3, 2017. The Literature Review - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California. Retrieved from ;</i> http://libguides.usc.edu/...</p> <p>Material: the parts of ann.bib Bibliography: Galvan, Jose L. and Galvan, Melisa C. 2017. <i>Writing Literature Reviews; A Guide for Students of the Social and Behavioral Sciences. 7th Edition. New York; Routledge</i></p> <p>Material: the 2 types of ann.bib; Informative & combination Bibliography: Hart, Chris. 2018. <i>Doing a Literature Review: Releasing the Research Imagination (SAGE Study Skills Series). 2nd edition. Sage Publishing.</i></p>	8%
16	Final-term test	Able to show the ability to write a good annotated bibliography	<p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Test		<p>Material: Final-term test Bibliography: <i>Journal articles from ELT Journal, TESOL Quarterly.</i></p>	0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	71.5%
2.	Practice / Performance	7.5%
		79%

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.**