				Document Code

Universitas Negeri Surabaya
Faculty of Languages and Arts
English Literature Undergraduate Study Program

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Critical Reading	7920202036	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	September 1, 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-7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.
	PLO-9	Be able to understand and apply basic research methods in language/literature, including research design, data analysis, and interpretation.
	Program Objectives (PO)	
	PO - 1	students are able to develop the ability to read and understand a wide range of texts, including complex and challenging materials
	PO - 2	students are able to enhance critical thinking skills by analyzing and evaluating the content, arguments, and evidence presented in written texts
	PO - 3	students are able to Learn to interpret and make inferences from texts, including identifying implied meanings, subtext, and authorial intent
	PO - 4	students are able to synthesize information from multiple texts to form a comprehensive understanding of a topic or issue
	PLO-PO Matrix	

P.O	PLO-5	PLO-7	PLO-9
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 helps students to develop the critical thinking skills and to cultivate a critical response and reasoned point of view as a basis for argument through the various genres of text the students read at university level. The materials cover (1) how to examine the evidence or arguments presented, (2) how to check out any influences on the evidence or arguments, (3) how to check out the limitations of focus, how to examine assumptions or implications made and (4) to what extent the students are prepared to accept the author &rsquos arguments, opinions, or conclusions. The students will also be required to respond to texts in written responses (summary, critical review and annotated bibliography). The classroom activities are conducted through group activities and classroom assignments.

References	**Main :**

1. Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express
2. Barnet, Sylvan & Bedau, H. 2014. Critical Thinking, Reading and Writing: A brief guide to argument. Boston:Bedford/St.Martins
3. Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments.Hampshire: Palgrave MacMillan
4. Fairbairn, G. J., & Fairbairn, S. A. 2001. Reading at university: A guide for students. Buckingham: Open University Press.
5. Mickulecky, Beatrice S. 1996. Advanced reading Power. New York: Pearson Education

Supporters:	

Supporting lecturer	Dian Rivia Himmawati, S.S., M.Hum. Ayunita Leliana, S.S., M.Pd. Silvy Cinthia Adelia, S.S., M.A.

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 differences between reading and critical reading	The students are able to distinguish the purpose, the activity, the focus, the questions, the direction and the response of reading from those of critical reading	**Criteria:** Score is based on the number of correct answers **Form of Assessment** : Participatory Activities	Lecture Group Group Discussion Exercise 2 X 50	Online via zoom Lecture group Students do the exercise are given 2 x 50	**Material:** The differences between reading and critical reading **Reference:** *Barnet, Sylvan & Bedau, H. 2014. Critical Thinking, Reading and Writing: A brief guide to argument. Boston:Bedford/St. Martins*	5%
2	To use speed reading strategies	1.To perform the application of speed reading strategy 2.To measure reading speed based on reading purposes	**Criteria:** students are able to note some strategies for speed reading **Form of Assessment** : Participatory Activities	Speech Class Discussion Small Group Discussion 2 X 50		**Material:** Strategies for speed reading **Reference:** *Annunziata. Marco A. 2004. Five hundred and one critical Reading questions. Broadway: Learning Express*	5%
3	To apply note-taking	To demonstrate the prescribed note-taking method	**Criteria:** Students show the ability to create their own note-taking sheet **Form of Assessment** : Participatory Activities	Speech Class Discussion Small Group Discussion 2 X 50		**Material:** None **Bibliography:** *Annunziata. Marco A. 2004. Five hundred and one critical Reading questions. Broadway: Learning Express*	2%
4	To apply note-taking	To demonstrate the prescribed note-taking method	**Criteria:** Students show the ability to create their own note-taking sheet **Form of Assessment** : Participatory Activities	Speech Class Discussion Small Group Discussion 2 X 50		**Material:** Note-taking **Bibliography:** *Annunziata. Marco A. 2004. Five hundred and one critical Reading questions. Broadway: Learning Express*	13%
5	To describe assumption and its characteristics	· To identify assumptions · To perform making assumptions	**Criteria:** Students show ability in analyzing assumptions **Form of Assessment** : Portfolio Assessment	Speech Class Discussion Small Group Discussion 2 X 50		**Material:** Assumption **Bibliography:** *Fairbairn, GJ, & Fairbairn, SA 2001. Reading at university: A guide for students. Buckingham: Open University Press.*	5%
6	To describe assumption and its characteristics	· To identify assumptions · To perform making assumptions	**Criteria:** Students show ability in analyzing assumptions **Form of Assessment** : Participatory Activities	Speech Class Discussion Small Group Discussion 2 X 50		**Material:** Assumption **Bibliography:** *Mickulecky, Beatrice S. 1996. Advanced reading Power. New York: Pearson Education*	5%

7	To interpret and make inferences from texts, including identifying implied meanings, subtext, and authorial intent	Students show understanding in the given material	**Criteria:** Students show understanding in the given material **Form of Assessment** : Participatory Activities		Online Test 2 X 50	**Material:** Interpret and make inferences from texts, including identifying implied meanings, subtext, and authorial intent **Bibliography:** *Annunziata. Marco A. 2004. Five hundred and one critical Reading questions. Broadway: Learning Express*	5%
8	To define claim	· To identify claims · To perform making claims	**Criteria:** BCO **Form of Assessment** : Participatory Activities, Tests	Speech Class Discussion Small Group Discussion 2 X 50		**Material:** Claim **Bibliography:** *Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments.Hampshire: Palgrave MacMillan*	20%
9	To define claim	· To identify claims · To perform making claims	**Criteria:** BCO **Form of Assessment** : Participatory Activities	Speech Class Discussion Small Group Discussion 2 X 50		**Material:** Claim **Bibliography:** *Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments.Hampshire: Palgrave MacMillan*	5%
10	To describe the characteristics of the argument	· To identify arguments · To perform making arguments	**Criteria:** students' understanding based on indicators **Form of Assessment** : Participatory Activities	· Speech · Class discussion · Small group discussion 2 X 50		**Material:** Developing effective analysis **References:** *Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments.Hampshire: Palgrave MacMillan*	5%
11	To describe the characteristics of the argument	· To identify arguments · To perform making arguments	**Criteria:** Based on students' understanding and their performance **Form of Assessment** : Participatory Activities	· Speech · Class discussion · Small group discussion 2 X 50		**Material:** Developing effective arguments **References:** *Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments.Hampshire: Palgrave MacMillan*	5%
12	To use CER (Claim - Evidence - Reasoning)	· To identify CER · To perform making CER	**Criteria:** Based on students' results **Form of Assessment** : Participatory Activities, Practice/Performance	Speech Class Discussion Small Group Discussion 2 X 50		**Material:** Claim, evidence, and reasoning **Reference:** *Annunziata. Marco A. 2004. Five hundred and one critical Reading questions. Broadway: Learning Express*	5%
13	To use CER (Claim - Evidence - Reasoning)	· To identify CER · To perform making CER	**Criteria:** Based on students' understanding and their performance **Form of Assessment** : Participatory Activities, Practice/Performance	Speech Class Discussion Small Group Discussion 2 X 50		**Material:** Claim, evidence, and reasoning **Reference:** *Annunziata. Marco A. 2004. Five hundred and one critical Reading questions. Broadway: Learning Express*	5%
14	To use some steps in summary drawing	To make some steps in summary drawing	**Criteria:** Based on students' results **Form of Assessment** : Participatory Activities	· Speech · Class discussion · Small group discussion 2 X 50		**Material:** Some steps in summary drawing **Reference:** *Annunziata. Marco A. 2004. Five hundred and one critical Reading questions. Broadway: Learning Express*	5%
15	To use some steps in summary drawing	To make a summary	**Criteria:** Based on students' results **Form of Assessment** : Participatory Activities	· Speech · Class discussion · Small group discussion 2 X 50		**Material:** Some steps in summary drawing **Reference:** *Annunziata. Marco A. 2004. Five hundred and one critical Reading questions. Broadway: Learning Express*	5%

| 16 | To use some steps in summary drawing | To make a summary | **Criteria:** Based on students' results | · Speech · Class discussion · Small group discussion 2 X 50 | | **Material:** Some steps in summary drawing **Reference:** *Annunziata. Marco A. 2004. Five hundred and one critical Reading questions. Broadway: Learning Express* | 30% |

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	75%
2.	Portfolio Assessment	5%
3.	Practice / Performance	5%
4.	Test	10%
		95%

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.