



**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 Skills	7920202246	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	May 14, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum		Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum			Dr. Ali Mustofa, S.S., M.Pd.	

Learning model	Case Studies																																																																																				
Program Learning Outcomes (PLO)	<b>PLO study program that is charged to the course</b>																																																																																				
<b>PLO-5</b>	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																																				
<b>PLO-7</b>	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.																																																																																				
<b>PLO-8</b>	Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa																																																																																				
Program Objectives (PO)																																																																																					
<b>PO - 1</b>	Being able to estimate the title and message from complete text.																																																																																				
<b>PO - 2</b>	Be able to demonstrate the English language proficiency through reading text with several forms of activities in intermediate level																																																																																				
<b>PO - 3</b>	Being able to demonstrate students critical thinking and problem solving in thematic discussions																																																																																				
PLO-PO Matrix																																																																																					
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**Short Course Description** This course is designed to prepare students for non-fictional texts at the 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. This course uses Case-based and Project-Based methods of learning. .

References	<b>Main :</b>
	1. Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press
	<b>Supporters:</b>

Supporting lecturer		Dian Rivia Himmawati, S.S., M.Hum. Fithriyah Inda Nur Abida, S.S., M.Pd. Ayunita Leliana, S.S., M.Pd. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. 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	Being able to know what are Intensive Reading Skills.	-To explain what reading is. -To explain what extensive reading is.	<b>Criteria:</b> written and oral  <b>Form of Assessment :</b> Participatory Activities	The lecturer explains some reading skills targets in this semester 2 X 50		<b>Material:</b> unit 1 <b>References:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	2%
2	Being able to predict preview and presentation into the ideas that exist on the texts.	Students are able to preview	<b>Criteria:</b> written  <b>Form of Assessment :</b> Participatory Activities	Before the students read the text from Inside Reading 1 unit 1, The students answered some questions related to previewing reading skills. After that they read the text and discuss about predicting and previewing before. 2 X 50		<b>Material:</b> UNIT 1: Previewing <b>Bibliography:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	5%
3	Being able to identify and analyze the main ideas and supporting details in a text	Find the main idea of reading and identify specific information in the reading passage	<b>Criteria:</b> written  <b>Form of Assessment :</b> Participatory Activities	Students read short text from Inside Reading 1 unit 2, and try to find the sentence that states the main idea. 2 X 50		<b>Material:</b> UNIT 2: Finding Main Ideas <b>References:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	5%
4	Be able to apply scanning in some texts	-To identify the main idea and supporting details of some short text.	<b>Criteria:</b> written and oral  <b>Form of Assessment :</b> Participatory Activities	Students work in pairs and discuss the specific article from the newspaper. Students apply scanning to find specific information from the text they've read. Students share with other groups and present the results. 2 X 50		<b>Material:</b> UNIT 3: Scanning <b>Bibliography:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	1%

5	Being able to identify examples on the texts.	Students learn how to identify examples in a text.	<b>Criteria:</b> written <b>Form of Assessment :</b> Participatory Activities	Students work in pairs and discuss about short text provided. Students try to identify the example or the signals that introduce the example. 2 X 50		<b>Material:</b> UNIT 4 : Identifying Examples <b>References:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	2%
6	Being able to identify definitions on the texts.	Students learn how to identify definitions in a text.	<b>Criteria:</b> written and oral <b>Form of Assessment :</b> Participatory Activities	Students work in pairs and discuss about short text provided. Students try to identify the example or the signal that introduces the definition 2 X 50		<b>Material:</b> UNIT 5 : Identifying Definition <b>References:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	5%
7	Being able to understand the order of events	-To explain the figurative language of some short and longer texts	<b>Criteria:</b> written <b>Form of Assessment :</b> Participatory Activities	Students read short story form lit2go Students apply scanning to find sequence words and use time clues in the reading to determine the date of each of the events 2 X 50		<b>Material:</b> UNIT 6 : Time and Sequencing <b>References:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	2%
8	Being able to improve reading comprehension	-To identify & analyze figurative language, writer's point of view, message - To identify its meaning contextually.	<b>Criteria:</b> written <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Students do close reading to apply some reading skills 2 X 50		<b>Material:</b> scanning <b>References:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	20%
9	Being able to read numerical tables	Can read and use appropriately graphics, and tables	<b>Criteria:</b> written and oral <b>Form of Assessment :</b> Participatory Activities	Students can provide a lot of information in a small space and preview a table or chart.		<b>Material:</b> UNIT 7 : Reading Graphs <b>Reference:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	5%
10	Being able to read numerical tables	Can read and use appropriately graphics, and tables	<b>Criteria:</b> written and oral <b>Form of Assessment :</b> Participatory Activities	Students can provide a lot of information in a small space and preview a table or chart.		<b>Material:</b> UNIT 7 : Reading Graphs <b>Reference:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	5%

11	Being able to learn how to make inferences in students reading	Can make inferences and summarize in their reading	<b>Criteria:</b> written  <b>Form of Assessment :</b> Participatory Activities	Students will read a book of their choice and write a review that summarizes the main points		<b>Material:</b> UNIT 8: Making Inference <b>Reference:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	10%
12	Being able to interpret statistical tables in students reading	written and oral	<b>Criteria:</b> written and oral  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	The students discussed with their group and interpreted numerical information in tables		<b>Material:</b> UNIT 8: Making Inference <b>Reference Table:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	2%
13	Being able to analyze the influence of culture on communication based on verbal and nonverbal messages	written and oral	<b>Criteria:</b> written and oral  <b>Form of Assessment :</b> Participatory Activities	Students are able to analyze the influence of culture on communication based		<b>Material:</b> culture] <b>References:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	2%
14	Being able to analyze the influence of culture on communication based on verbal and nonverbal messages	written and oral	<b>Criteria:</b> written and oral  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Students are able to analyze the influence of culture on communication based		<b>Material:</b> culture] <b>References:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	2%
15	Being able to analyze the influence of culture on communication based on verbal and nonverbal messages	written and oral	<b>Criteria:</b> written and oral  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Students are able to analyze the influence of culture on communication based		<b>Material:</b> culture] <b>References:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	2%
16	Being able to produce a short story with a specific theme.	written and oral	<b>Criteria:</b> written and oral  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Submit creative writing project		<b>Material:</b> submitted <b>References:</b> <i>Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford: University Press</i>	30%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
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1.	Participatory Activities	72%
2.	Project Results Assessment / Product Assessment	27%
3.	Practice / Performance	1%
		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.