	KURIKULUM	**Rev Date** :
	RENCANA PERKULIAHAN SEMESTER	**Doc Code** :

Faculty : FBS
Study Program : S-1 English Education
Subject : Critical Reading
Code : 8820302036
Semester : 3
Credit : 3
Pre-requisite : Fulfill the passing grade of Literal Reading
Lecturers :

1. Retno Wulan Dari, M.Pd
2. Dr. Oikurema Purwati, M.A., M.AppL.
3. Nur Chakim, S.Pd., M.Pd.

Learning Outcomes :	1. Demonstrate speaking and writing competence at the level of B2 CEFR (PLO 1) 2. Apply critical thinking and analytic skills in solving problems in English instructions (PLO 7) Students are able to: 1. Making use of critical thinking skills in responding to semi-scientific and scientific texts read; 2. Possessing knowledge of doing critical reading in responding to semi-scientific and scientific texts read; 3. Being able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography; 4. Being responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography.
Description :	This course is designed to provide students with opportunities to apply their mastery of a wide variety of critical reading strategies, including speed reading, marking and charting the text, note taking, finding underlying assumption (both stated and unstated), identifying argument and author' position, justifying argument, summarizing and writing response of written academic texts at upper intermediate level using CER (claim, evidence and reasoning). It also gives the students chances to practice using targets vocabulary from the Academic Word List (AWL) level 5-8. The topics in this course include literacy, sociology, pedagogy, and many more. Along the course, students are involved in various activities designed to help them practice and improve their critical reading skills, including: responding to upper-intermediate academic texts by having individual presentation, group and class discussion, and composing summaries of written academic texts. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.
References :	1. Cottrell, Stella. 2013. Critical thinking skills: Developing effective analysis and arguments. 4th edition. Hampshire: Palgrave MacMillan. 2. McWhorter Kathleen T. 2017. Guide to college reading. Boston: Pearson

3. Davies, Martin Davies & Barnett, Ronald. 2017. The Palgrave handbook of critical thinking in higher education. New York, NY : Palgrave Macmillan, Boston, Massachusetts : Credo Reference.
4. Journal articles from ELT Journal, TESOL Quarterly.
5. Online Newspaper articles: in The Guardian, The New York Times.

A. Teaching-Learning Activity

Meetings	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
1	Understanding the importance of Critical Reading	• To state the definition of critical reading and critical thinking • To know the importance of critical reading • To state the reading strategies needed for critical reading	Reading passage: staff.washington.edu/jhmorse/121/criticalreading.doc	Discussion, Lecturing, Question-Answer	• Reading passage • Video clip from https://youtu.be/N39B0lhGyEc, • ppt	150'	• Reading the short passage staff.washington.edu/jhmorse/121/criticalreading.doc • Watching from https://youtu.be/N39B0lhGyEc, ppt • Discussing the importance of critical reading in higher education • Listing the reading strategies needed for critical reading
2	Applying the flexibility of reading speed according to the reading text and purpose	• To explain how speed reading helps to become a better reader • To measure their reading speed • To examine their reading progress • To write a summary of the reading.	• Unit one "Speed Reading" • Video clip from https://youtu.be/N39B0lhGyEc • Reading & vocabulary exercises in Unit 1 • Target words & pre-reading act of Unit 2	Discussion, Lecturing, Question-Answer	• Reading passage • Video clip from https://youtu.be/N39B0lhGyEc, • ppt	150'	• Reading the passage: Speed Reading Learning to Read More Efficientlyhttps://www.mindtools.com/speedrd.html • Watching Video clip from https://youtu.be/N39B0lhGyE • Discussing the reading comprehension & analysis questions • Measuring the students' reading speed • Comparing & discussing the students' reading speed
3	Applying the flexibility of reading speed according to the reading text and purpose	• To write a summary of the reading. • To take part in a discussion session pertaining the importance of reading speed	• Unit one "Speed Reading" • Video clip from https://youtu.be/N39B0lhGyEc	Discussion, Lecturing, Question-Answer	• Reading passage • Video clip from https://youtu.be/N39B0lhGyEc, • Ppt • gform	150'	• Reviewing last week's material • Comparing & discussing the students' summary • Discussing assigned topic • Making a daily reading practice plan

			● Reading & vocabulary exercises in Unit 1 ● Target words & pre-reading act of Unit 2				
4	Organizing reading notes using Cornell note-taking strategy	● To find specific information related to Cornell notes in the passage ● To breakdown the parts of Cornell notes ● To make notes using Cornell form ● To write down key points, vocabulary, and important people in question form ● To review the notes and pulling out the main ideas to create a summary	● Unit 2 "Note-Taking Skills" ● Video clip from https://www.youtube.com/watch?v=E7CwqNHn_Ns ● Reading & vocabulary exercises in Unit 2 ● Target words & pre-reading act of Unit 3	Discussion, Lecturing, Question-Answer	● Unit three "Note-Taking Skills" ● Video clip from https://www.youtube.com/watch?v=E7CwqNHn_Ns ● Ppt ● gform	150'	● Classifying the target academic words from the passage based on the students' familiarity of the words ● Discussing questions in Unit 2 ● Listing information from the passage ● Preparing the notes using Cornell method ● Making notes using Cornell form ● Writing down key points, vocabulary, and important people in question form ● Reviewing the notes and pulling out the main ideas to create a summary
5	Paraphrasing using reporting verbs	● To find specific information related to the author' in the passage ● To classify reporting verbs based on their purposes ● To identify the reporting verbs used in a sentence ● To decide the proper reporting verbs used when paraphrasing sentence ● To make use the target vocabulary from the reading passage ● To take part in a discussion session related to Cornell note-taking strategy	● Unit 2 "Note-Taking Skills" ● Video clip from https://www.youtube.com/watch?v=E7CwqNHn_Ns ● Reading & vocabulary exercises in Unit 2 ● Target words & pre-reading act of Unit 3	Discussion, Lecturing, Question-Answer	● Unit three "Note-Taking Skills" ● Video clip from https://www.youtube.com/watch?v=E7CwqNHn_Ns ● Ppt ● gform	150'	● Reviewing last week's material ● Comparing & discussing the students' summary ● Discussing the reporting verbs in the material ● Doing exercise related to paraphrase ● Doing vocabulary exercise in Unit 2 ● Discussing assigned topic ● Making a project pertaining the passage "Note-Taking Skills" and the Cornell note-taking strategy
6	Analyzing the assumptions made by the author in an academic text	● To find specific information related to the author's assumption in the passage ● To identify the assumptions made by the author in an academic text	● Unit 3 "Assuming The Best" ● Video clip from https://www.youtu	Discussion, Lecturing, Question-Answer	● Unit four "Assuming The Best" ● Video clip from	150'	● Classifying the target academic words from the passage based on the students' familiarity of the words

		● To know the types of assumption made by the author in an academic text ● To analyze the assumptions based on their type	be.com/watch?v=tfM5-pY5YXs ● Reading & vocabulary exercises in Unit 3 ● Target words & pre-reading act of Unit 4		https://www.youtube.com/watch?v=tfM5-pY5YXs ● PPT ● Gform		● Discussing questions in Unit 3 ● Listing information from the passage ● Working in pairs to identify the assumptions made by the author in an academic text ● Discussing the types of assumption made by the author in an academic text ● Working in a group to identify the author's major assumption
7	Analyzing the assumptions made by the author in an academic text	● To identify the author's major assumption ● To make use the target vocabulary from the reading passage ● To take part in a discussion session related to assumptions	● Unit 3"Assuming The Best" ● Video clip from https://www.youtube.com/watch?v=tfM5-pY5YXs ● Reading & vocabulary exercises in Unit 3 ● Target words & pre-reading act of Unit 4	Discussion, Lecturing, Question-Answer	● Unit four "Assuming The Best" ● Video clip from https://www.youtube.com/watch?v=tfM5-pY5YXs ● PPT ● Gform	150'	● Reviewing last week's material ● Working the exercise in unit 3 ● Discussing the author author's major assumption ● Doing vocabulary exercise in Unit 2 ● Discussing assigned topic
8	**MID TERM TEST**	● **ALL ABOVE**				**100**	
9	Evaluating the claims made by the author in an academic text	● To find specific information related to the author's claims in the passage ● To analyze the claim made by the author ● To classify claims based on the type ● To justify the claims made by the author ● To express agreement/disagreement towards a claim	● Unit 4 "False Claims about Literacy Development" ● Video clip from https://www.youtube.com/watch?v=4S5g13O9KcE ● Reading & vocabulary exercises in Unit 4 ● Target words & pre-reading act of Unit 5	Discussion, Lecturing, Question-Answer	● Unit five "False Claims about Literacy Development" ● Video clip from https://www.youtube.com/watch?v=4S5g13O9KcE ● PPT ● Gform	150'	● Classifying the target academic words from the passage based on the students' familiarity of the words ● Discussing questions in Unit 4 ● Working in a group to List the claim and the contra claim made by the author in exercise unit 4 ● Identifying the type of each claims made by The National Reading Panel in the passage ● Doing vocabulary exercise in Unit 4 ● Discussing assigned topic

10	Analyzing the arguments in an academic text	• To find specific information related to the author's arguments in the passage • To breakdown the argument based on its components • To differentiate an argument and an explanation using indicator words • To express agreement/disagreement towards an argument	• Unit 5"Argumentative Literacy: Reading, Writing, and Thinking for All" • Video clip from https://www.youtube.com/watch?v=pP8dWURrEF0 • Reading & vocabulary exercises in Unit 5 • Target words & pre-reading act of Unit 6	Discussion, Lecturing, Question-Answer	• Unit 5 "Argumentative Literacy: Reading, Writing, and Thinking for All" • Video clip from https://www.youtube.com/watch?v=pP8dWURrEF0 • PPT • Gform	150'	• Classifying the target academic words from the passage based on the students' familiarity of the words • Discussing questions in Unit 5 • Listing information from the passage • Identifying the author's arguments in the passage • Working in a pair/group to breakdown the components of an argument using indicators given • Doing exercise related to identifying arguments • Discussing the exercise
11	Analyzing the arguments in an academic text	• To describe the valid and sound argument • To justify validity and soundness of an argument • To make use the target vocabulary from the reading passage • To take part in a discussion session related to assumptions	• Unit 5 "Argumentative Literacy: Reading, Writing, and Thinking for All" • Video clip from https://www.youtube.com/watch?v=pP8dWURrEF0 • Reading & vocabulary exercises in Unit 5 • Target words & pre-reading act of Unit 7	Discussion, Lecturing, Question-Answer	• Unit 5 "Argumentative Literacy: Reading, Writing, and Thinking for All" • Video clip from https://www.youtube.com/watch?v=pP8dWURrEF0 • PPT • Gform	150'	• Reviewing last week's material • Working the exercise in unit 5 • Discussing the characteristics of valid and sound argument • Working in a pair/group to do exercise related to author's arguments • Doing vocabulary exercise in Unit 5 • Discussing assigned topic
12	Applying CER framework to improves students' problem solving skills	• To find specific information related to CER framework in the passage • to identify a claim related to a question • to giving evidence to supports the claim • to elaborate reasoning that explains why evidence supports a particular claim	• Unit 7 "Research Says / Evidence on Flipped Classrooms Is Still Coming In" • Video clip from https://www.youtube.com/watch?v=faSAI0Anf9E • Reading & vocabulary exercises in Unit 7	Discussion, Lecturing, Question-Answer	• Unit seven "Research Says / Evidence on Flipped Classrooms Is Still Coming In" • Video clip from https://www.youtube.com/w	150'	• Classifying the target academic words from the passage based on the students' familiarity of the words • Discussing the passage • Discussing questions in Unit 6 • Listing information from the passage • Proposing a claim • Providing some evidence

					atch?v=faSAI0Anf9E ● PPT ● Gform		● Giving effective reasoning that explains why evidence supports a particular claim ● Discussing the exercise
13	Applying CER framework to improves students' problem solving skills	● To identify the author's major assumption ● To make use the target vocabulary from the reading passage ● To take part in a discussion session related to assumptions ● To compose a short essay using CER framework	● Unit 7 "Research Says / Evidence on Flipped Classrooms Is Still Coming In" ● Video clip from https://www.youtube.com/watch?v=faSAI0Anf9E ● Reading & vocabulary exercises in Unit 6 ● Target words & pre-reading act of Unit 8	Discussion, Lecturing, Question-Answer	● Unit 7 "Research Says / Evidence on Flipped Classrooms Is Still Coming In" ● Video clip from https://www.youtube.com/watch?v=faSAI0Anf9E ● PPT ● Gform	150'	● Reviewing last week's material ● Doing vocabulary exercise in Unit 6 ● Working individually to Compose a short essay using CER framework ● Discussing assigned topic
14	Composing a five-part *précis* (rhetorical summary)	● To find specific information related to CER framework in the passage ● To use the precis template in composing summary ● To analyze and evaluate the major claim ● To analyze how the author develops and supports the major claim ● To identify the author's purpose ● To analyze and evaluate of the intended audience and/or the relationship the author establishes with the audience	● Unit 8 "The Effect of Summary Writing as a Critical Reading Strategy on Reading Comprehension of Iranian EFL Learners" ● video clip from https://www.youtube.com/watch?v=5KKnLuRPsvU ● Reading & vocabulary exercises in Unit 7	Discussion, Lecturing, Question-Answer	● Unit 8 "The Effect of Summary Writing as a Critical Reading Strategy on Reading Comprehension of Iranian EFL Learners" ● video clip from https://www.youtube.com/watch?v=5KKnLuRPsvU ● Reading & vocabulary exercises in Unit 7	150'	● Breaking down the components of a five-part *précis* (rhetorical summary) ● Analyzing and evaluating the major claim ● Analyzing how the author develops and supports the major claim ● Identifying the author's purpose ● Analyzing and evaluating of the intended audience
15	Composing a five-part *précis* (rhetorical summary)	● To make use the target vocabulary from the reading passage	● Unit 8 "The Effect of Summary Writing as a Critical	Discussion, Lecturing, Question-Answer	● Unit 8 "The Effect of Summary Writing	150'	● Reviewing last week's material ● Doing vocabulary exercise in Unit 7

		● To take part in a discussion session related to five-part precise ● To compose a short summary using precise template	Reading Strategy on Reading Comprehension of Iranian EFL Learners" ● video clip from https://www.youtube.com/watch?v=5KKnLuRPsvU ● Reading & vocabulary exercises in Unit 7		as a Critical Reading Strategy on Reading Comprehension of Iranian EFL Learners" ● video clip from https://www.youtube.com/watch?v=5KKnLuRPsvU Reading & vocabulary exercises in Unit 7		● Working individually to Compose a short summary using precise template
16	**FINAL TERM TEST**						**100**

B. Assessment Blue-print

Mid-Term Test

Indicators	Assessment			
	Forms	**Items**	**Rubric/ scoring**	**Weight (%)**
Finding specific information from the reading passage	Written (Short essay)	1. In what order does the article discuss the three areas of learning? 2. How does the author think schools should look? 3. What, according to the author, is a condition for "the best intellectual learning"? 4. What are some of the problems in the field of education today? 5. Explain this quote in the context of paragraph 2: "Diversity and globalization have blurred cultural barriers." 6. What do the examples of Harper's, The New York Times and the Internet demonstrate? 7. "Our curriculum is, therefore, both less practical and less inspirational than it should be" (paragraph 20). Explain this in the context of the whole text. 8. What is the aim of the article?	@8	64%
Analyzing the assumptions made	Written (Short essay)	9. What is the author's major assumption of this topic? What kind of assumption is it?	@8	8%

by the author in an academic text				

Responding a text in form of essay	Written (Essay)	10. Choose **one** of these questions and answer it in form of a short essay (not more than 150 words).
		  A. In your opinion what are the most important subjects to teach in elementary school and in high school?
		  B. Do you think that students are prepared for life when they finish high school?
		  C. If you could add more subjects to the school curriculum, what would you add? Why?
		  D. Would you recommend not teaching any particular subject? Which one? Why?
		
		  ➢ Note: For the essay, the more you use the words from the Academic Word List (AWL), the higher the score you will get.
			@28	28%

Final-Term Test

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)

Evaluating the claims made by the author in an academic text
 	
Analyzing the arguments in an academic text
 	
Composing a five-part *précis* (rhetorical summary)
	Written (Summary)	Write down a précis that summarizes the key concept of the article "What Makes EFL Students Establish Good Reading Habits In English" by Erna Iftanti that can be accessed at:
		https://www.google.co.id/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&cad=rja&uac t=8&ved=0ahUKEwjG_7LQ2IfUAhXEipQKHbaaDxYQFghIMAQ&url=http%3A%2F %2Fwww.ijern.com%2Fjournal%2F2015%2FMay-2015%2F31.pdf&usg=AFQjCNGnQH2GdEzUh9l_nyEeDEDj_ouc0Q
		
		In your précis you are to address the following:
		1. Sentence one :
		     Name of author, genre, and title of work, date in parentheses; a rhetorically active verb; and a THAT clause containing the major assertion or thesis in the text.
		2. Sentence two :
		     An explanation of how the author develops and supports the thesis.
			@50	50%

		3. Sentence three : A statement of the author's apparent purpose, followed by an "in order to" phrase. 4. Sentence four : A description of the intended audience and/or the relationship the author establishes with the audience. Here are a few things to keep in mind: • Write in text, not bullet points. • The précis should be precise but not overly technical. • Grades will be based on how accurately and effectively you convey the information. • Grammar counts. • The précis should be in A4 pages, double spaced, 11-point type, and one inch margins.		
Applying CER framework to improves students' problem-solving skills	Written (Essay)	Based on the article above, what course of actions that the author proposed to improve Indonesian students' reading habit? Write your answer in the form of a five-paragraph essay **outline**. Support your answer (claim) using logical reasoning and **three** relevant evidences from the article. Your essay should follow the outline bellow (50 Points) : **Title of Your Essay** <table><tr><td>Paragraph 1</td><td>Introduction (Creative Opening e.g hook, stats, question, facts)</td><td></td></tr><tr><td></td><td>Argument (super claim) with three claims</td><td></td></tr><tr><td>Paragraph 2</td><td>First claim restated</td><td></td></tr><tr><td></td><td>Supporting evidence</td><td></td></tr><tr><td></td><td>Detailed reasoning</td><td></td></tr><tr><td>Paragraph 3</td><td>Second claim restated</td><td></td></tr><tr><td></td><td>Supporting evidence</td><td></td></tr><tr><td></td><td>Detailed reasoning</td><td></td></tr><tr><td>Paragraph 4</td><td>Third claim restated</td><td></td></tr><tr><td></td><td>Supporting evidence</td><td></td></tr><tr><td></td><td>Detailed reasoning</td><td></td></tr><tr><td>Paragraph 5</td><td>A restatement of argument (different words).</td><td></td></tr><tr><td></td><td>Summary off maint points in ONE SENTENCE</td><td></td></tr><tr><td></td><td>Tie to the opening</td><td></td></tr></table>	@50	50%

C. Rubric

1. Summary Writing Rubric

Points	Summary Rubric Description
Excellent Summary 76-100	● The main idea is clearly stated in the first sentence. ● All key details are included. ● Uses own wording - avoids copying phases and sentences from the text. ● Has detailed sentences that link to main idea in logical order. ● No spelling or grammar errors. ● Correctly written works cited section.
Satisfactory Summary 51-75	● The main idea is stated in the first sentence. ● Most important details are included. ● Uses mostly original language. Avoids copying phases and sentences. ● Detail sentences are logically linked. ● Few mechanical errors. ● Correctly written works cited section.

Below Average Summary 26-50	- The main idea is vague and hard to locate. - Some important details may be missing. - Copies some phrases and sentences. - Detail sentences lack logical organization. - Has mechanical errors. - Incorrectly written works cited section.
Ineffective Summary 0-25	- The main idea is unclear. - Details are sketchy. - Disorganized details, randomly presented. - Many copied phrases and sentences. - Many mechanical errors. - Incorrect, incomplete or absent works cited section.

2. **Reading Group Discussion Rubric**

Reading Group Discussion Rubric				
Criteria	**Does Not Meet 0-25 pts**	**Progressing 26-50 pts**	**Meets 51-75 pts**	**Exceeds 78-100 pts**
Prepared for Discussion	Not prepared for discussion; forgets materials; does not pay attention to reading	Prepared for discussion with appropriate basic materials, but may be missing some of the required materials or knowledge to have a successful discussion	Prepared for discussion with all appropriate materials including understanding of passages that have been read or assigned. Ready to have a successful discussion	Prepared for discussion with all appropriate materials including clearly marked passages and thoughtful journal entries ready to have a successful discussion
Contribution to Discussion	Rarely contributes to discussion or contribution to discussion is off topic or does not make sense.	Contributes to discussions occasionally or when prompted; contributions are related to the novel, but not fully developed. Does not refer to examples from the text.	Contributes to discussions often; contributions refer to examples and scened from the novel, shows understanding of character development, plot, predictions, and connections.	Contributes to discussions often and effectively; contributions show deep understanding of character development, plot, predictions, and connections.

Staying on Task	Rarely listens or responds to group members	Sometimes listens and responds appropriately, occasionally asks questions or shares ideas	Listens and responds adequately (volunteers in discussion, discusses unknown words, asks questions, builds on other's comments, makes connections, discusses literary elements)	Listens and responds thoughtfully (often reads journal entries or marked passages, discusses unknown words, asks questions, builds on other's comments, makes connections, discusses literary elements)
Language/ Vocab in context	Rarely uses vocabulary related to the story and standards.	Sometime uses vocabulary related to the story and standards.	Adaquately uses vocabulary related to the story and standards.	Thoroughly uses vocabulary from the book and standards.

3. **Rubric for Group Activity or Group Project**

Task Description:	(Teacher may explain specific assignment in this space.)				

Criteria	Weight	4 – Exemplary	3 – Accomplished	2 – Developing	1 – Beginning
Cooperation	25%	- Does a full share of work or more - Assigns a clearly defined role; group members perform roles effectively - Always considers all views and helps team to reach fair decision - Never argues with teammates - Group tries to solve its problems by itself without seeking outside help	- Does an equal share of work - Assigns roles, but roles are not clearly defined or consistently adhered to - Usually considers all views and helps team to reach fair decision - Rarely argues - Group seldom solves its problems as a team and asks classmates or teacher for help	- Does almost as much work as others - Assigns roles, but roles are not adhered to - Often sides with friends instead of considering all views - Sometimes argues - Group settles problems and gives up easily	- Does less work than other group members - No effort made to assign roles to group members - Acts as cliques or individuals rather than group - Arguments within group - Little attempt to solve problems; gives up easily

Criteria	4	3	2	1
Organization 20%	• Takes initiative in helping the group get organized and setting times and places to meet • Product is extremely well organized with an introduction, body, and conclusion • Has realistic, prioritized, and measurable goals • Highly productive in accomplishing assignment	• Works agreeably with partner(s) concerning organization and times and places to meet • Product is organized with an introduction, body, and conclusion • Goals are established, but some are too general • Accomplished basic assignment	• Can be coaxed into meeting with other partner(s) • Somewhat organized ideas; not presented in sequence • Goals not clearly defined • Barely accomplishes the job	• Did not meet partner(s) at agreed times or places • Lack of organization; choppy and confusing; format difficult to follow • No goals established • Does not accomplish assignment
Research 20%	• Collects and contributes accurate content • Goes above and beyond to research information • Communicates and shares all information with the group • Always does the assigned work without having to be reminded	• Collects and contributes mostly accurate content • At times, takes initiative to find extra information • Shares information with the group • Usually does the assigned work; rarely needs reminding	• Collects and contributes somewhat accurate content • Uses only materials provided • Shares some information with the group • Rarely does the assigned work; often needs reminding	• Collects and contributes inaccurate content • Does not utilize resources effectively • Keeps information to self; does not share with group • Relies on others to do the work
Member Responsibility 25%	• Provides many ideas for the assignment • Clearly communicates desires, ideas, personal needs and feelings • Listens and speaks a fair amount • Each team member is treated with respect and is encouraged • Hands in all assignments on time	• Participates in discussions about the assignment • Usually shares opinions and thoughts with other partner(s) • Listens, but sometimes talks too much or too little • Often encourages and respects team members • Hands in most assignments on time	• Listens to others; on some occasions, makes suggestions • Rarely expresses feelings or preferences • Usually does most of the talking, rarely allowing others to speak; or seldom talks, allowing others to dominate • Some members are not encouraged or respected • Hands in most assignments late	• Seems bored with conversations about the assignment • Never/almost never spoke up • Monopolized conversation; does not allow others to speak • Does not respect or encourage other members • Does not hand in some/all assignments
Presentation 10%	• Presentation is clever and original • Engaging; captures interest of audience • Appropriate variety of visual aids • Visual aids add to or clarify presentation • Each presenter speaks clearly and loudly; good eye contact; appropriate body language • Members contribute equally to the presentation	• Presentation is thoughtful • Presentation is well done; interesting to audience • Some use of visual aids • Visual aids somewhat add to or clarify presentation • Most of the time, presenter speaks clearly and loudly; some eye contact; some use of appropriate body language • Most of the members contributed equally to the presentation	• Presentation is at times clearly presented • Presentation is at times interesting to audience • Limited use of visual aids • Visual aids do not clarify or add the presentation • Presenter is hard to hear; little eye contact; poor body language • Some members did not contribute equally to the presentation	• Little creativity used; bland • Presentation is hard to follow; poorly organized • No use of visual aids • Presenter cannot be heard; no eye contact; poor body language • Some members did not contribute to the presentation

Assignment Score _____ + Beyonder/Bonus _____ = Final Score _____

4. Claims, Evidence and Reasoning – Scientific Explanations Rubric Linked to Argumentative Writing

Criteria	4	3	2	1	0

Claim – a conclusion that answers the original question	● Scientifically accurate ● Completely answers the question ● Common inaccurate claim(s) are clearly addressed.	● Scientifically accurate ● Nearly completely answers the question ● Inaccurate claim(s) are only generally addressed, no specifics	● Partially scientifically accurate ● Partially answers the question ● Inaccurate claim(s) are not addressed	● Is not scientifically accurate overall ● Does not adequately answer the question	No claim
Evidence – scientific data that supports the claim	● The data are scientifically appropriate to support the claim. ● The data are thorough and convincing – enough details and evidence provided. ● Proper units are used in data ● Shows with evidence why alternate claims do not work	● The data are scientifically appropriate to support the claim ● The data are basically sufficient and convincing, but tend to be more general and not as specific and in depth ● Does not address why alternate claims do not work ● Evidence may be repetitive	● The data relate to the claim, but are not entirely scientifically appropriate ● The data are not sufficient, though generally support the claim	● There is some evidence provided, but it is not logically linked to the claim or scientifically appropriate	No evidence provided
Reasoning – a justification that links the claim and evidence	● Reasoning clearly links evidence to claim ● Shows why the data count as evidence by using appropriate scientific principles ● There are sufficient scientific principles to make links clear between claim and evidence	● Reasoning adequately links claim to evidence ● Includes related scientific principles, but only passably clarifies why this data count as evidence ● Reasoning tends to be more general and shows only partial depth of content understanding	● Reasoning does not adequately link claim to evidence, or clarify why data count as evidence ● Includes related and non-related scientific principles, and shows little depth of content understanding	● Reasoning is clearly insufficient and relates only tangentially to question and claim at hand ● Scientific understanding is very limited	Does not provide reasoning
Language and Vocabulary	● Response clearly and effectively expresses ideas using precise, scientifically appropriate descriptions and vocabulary	● Response adequately expresses ideas and scientifically appropriate descriptions and vocabulary, but they are more general than specific	● Response inconsistently and sometimes inappropriately expresses ideas or scientific descriptions and vocabulary	● Scientific language and vocabulary are not precise or appropriate	Not under-standable
Focus and Organization	● Focus only on question at hand ● Logical progression of ideas ● Clearly stated and focused claim that is strongly maintained	● Focus mainly on question at hand, some loosely connected material present ● Logical progression of ideas ● Clearly stated and focused claim that is adequately maintained	● Focus not consistent on question at hand ● Progression of ideas not entirely logical ● Have a claim, but it's not entirely clear or maintained	● Focus not at all consistent ● Progression of ideas not logical ● Have an unclear claim that is not maintained	No clear focus or organiza-tion

5. **Participation/Attendance Rubric**

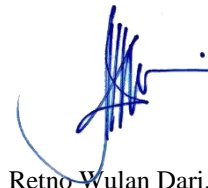| ATTENDANCE		PARTICIPATION	
CRITERIA	**SKOR**	**CRITERIA**	**SCORE**
More than 12	60	More than 12	40
11,12	50	9,10,11,12	30
9,10	40	5,6,7,8	20
7,8	30	3,4	10
Less than 7	20	0,1,2	5

Surabaya, _____

Mengetahui,

Ketua Program Studi Pendidikan Bahasa Inggris Unesa

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