WORKLOAD ASSESSMENT
EXTENSIVE READING

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA

WORKLOAD ASSESMENT

Extensive Reading

Academic Year 2019/2020

Coordinator:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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A. Lesson Plan and Course Assessment

UNESA — Universitas Negeri Surabaya	Universitas Negeri Surabaya Faculty of Languages and Arts Englsih Language Education Study Program				Document Code
	Lesson Plan				
COURSE	**Code**	**Cluster**	**Credits**	**Semester**	**Compilation Date**
Extensive Reading	8820303080	Languages	**3**	Odd	2020
AUTHORIZATION	**Lesson Plan Developer**		**Coordinator**		**Head of Study Program**
	Retno Wulan Dari, M.Pd		Retno Wulan Dari, M.Pd		**Ririn Pusparini**

Program Learning Outcome (PLO)	**PLO**		
	PLO	1. Demonstrate speaking and writing competence at the level of B2 CEFR	
	Course Learning Outcome (CLO)		
	CLO1	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	
	CLO2	Utilize library sources and apply logical, critical, systematic, and innovative thinking to respond upper intermediate reading passages and understand the constitution of plagiarism	
	CLO3	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	
	CLO4	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.	
Course Description	**Subject aims/Content** 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, workshop, discussion, and question-answer.	
Learning Materials/ Topics	▪ Types of Literature Sources ▪ Types of Journals & Paper ▪ Utilizing IT to find sources ▪ AIMRAD ▪ Research gap & research fill ▪ Comparing & Contrasting Journal Articles ▪ 5 Part-Precis ▪ Annotated bibliography	
References	**Primary**	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.
	Supplementary	3. 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 4. Hart, Chris. 2018. Doing a Literature Review: Releasing the Research Imagination (SAGE Study Skills Series). 2nd edition. Sage Publishing. 5. _____. Aug 3, 2017. The Literature Review - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California. Retrieved from: http://libguides 6. Dane, Francis. 2010. Evaluating Research: Methodology for People Who Need to Read Research. SAGE Publications Ltd 7. Yudkin, Ben. 2006. Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine. Canada: Routledge 8. Journal articles from ELT Journal, TESOL Quarterly.
Lecturer(s)	Retno Wulan Dari, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd.	
Prerequisite	N/A	

Meetings	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
1	Understanding the types of Literature Sources and the types of Journals & Paper	• To mention the types of Literature Sources • To give example each type of Literature Sources • To mention the types of Journals & Paper • To state the difference and similarity of each type of Journals & Paper	• Types of Literature Sources • Types of Journals & Paper • Research Topic	Discussion, Lecturing, Question-Answer	• 5, 8, 9 • ppt	150'	• Discussing the types of Literature Sources and the types of Journals & Paper • Working in a small group to find example each type of Literature Sources and the types of Journals & Paper • Analyzing some article based on the types of Journals & Paper
2	Finding and selecting appropriate source material from both print and electronic environments	• 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	Workshop on: Google Scholar, Scimago, Academia, Researchgate, Scihub, Libgen, Sinta and Scimago	Workshop, Question-Answer, Discussion	• 2, 8, 9 • ppt	150'	• Attending workshop • Accessing Digilib Sources, Google Scholar, Academia, Researchgate, Libgen, Sinta and Scimago • Finding and selecting appropriate source material using said websites • Discussing the importance of said websites in writing process
3	Managing and using Sources	• To use Mendeley in managing reference • To manage referencing system using Mendeley • To use paraphrase, summarize and synthesize strategy in avoiding plagiarism • To use Turnitin in checking similarity and plagiarism	Workshop on: Mendeley & Turnitin	Workshop, Question-Answer, Discussion	• 2, 3, 5, 8 • ppt	150'	• Attending workshop • Accessing Mendeley & Turnitin • Managing and using source material using said websites • Discussing the importance of said websites in writing process

Meetings	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
4	Doing initial appraisal and analyzing the organization of research article	• To appraise a research article based on the Author, Date of Publication, Edition or Revision, Publisher and Title of Journal • To use checklist as a guidance in initial appraisal • To mention the parts of Research Article Structure (AIMRAD) • To dissect articles based on AIMRAD	• CRAAP checklist • AIMRAD	Discussion, Lecturing, Question-Answer	• 1, 6, 7, 8 • PPT	150'x2	• Discussing the importance of doing initial appraisal • Working in small group, checking the Author, Date of Publication, Edition or Revision, Publisher and Title of a Journal • Using checklist as a guidance in initial appraisal • Dissecting an article based on AIMRAD
5	Doing initial appraisal and analyzing the organization of research article	• To appraise a research article based on the Author, Date of Publication, Edition or Revision, Publisher and Title of Journal • To use checklist as a guidance in initial appraisal • To mention the parts of Research Article Structure (AIMRAD) • To dissect articles based on AIMRAD	• CRAAP checklist • AIMRAD	Discussion, Lecturing, Question-Answer	• 1, 6, 7, 8 • PPT	150'x2	• Discussing the importance of doing initial appraisal • Working in small group, checking the Author, Date of Publication, Edition or Revision, Publisher and Title of a Journal • Using checklist as a guidance in initial appraisal • Dissecting an article based on AIMRAD
6	Analyzing research gap & research fill	• To explain the characteristics of research gap & research fill • To identify the research gap & research fill by using cue words • To formulate research gap & research fill	Research gap & research fill	Discussion, Lecturing, Question-Answer	• 1, 7, 8 • ppt	150'x2	• Brainstorming the definition of research gap & research fill • Discussing the cue words to identify research gap & research fill • Doing exercise related to research gap & research fill • Formulating research gap & research fill for future work

Meetings	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
7	Analyzing research gap & research fill	• To explain the characteristics of research gap & research fill • To identify the research gap & research fill by using cue words • To formulate research gap & research fill	Research gap & research fill	Discussion, Lecturing, Question-Answer	• 1, 7, 8 • ppt	150'x2	• Brainstorming the definition of research gap & research fill • Discussing the cue words to identify research gap & research fill • Doing exercise related to research gap & research fill • Formulating research gap & research fill for future work
8	**MID TERM TEST**	• **All above**				**150'**	
9	Comparing & Contrasting Journal Article	• To discusses the similarities and differences between two or more articles within the same focus • To compare & contrast journals articles to learner's paper • To review the research gap & research fill made in meeting 7	Comparing & Contrasting Journal Articles with the same topic/focus	Discussion, Lecturing, Question-Answer	• 1, 6, 7, 8 • ppt	150'x2	• Working in a small group, trying to find articles with the same topic/focus • Discussing the similarities and differences between two or more articles within the same focus • Presenting the result of the discussion • Analyzing the similarities and differences between the articles used in reference and the learner's paper
10	Comparing & Contrasting Journal Article	• To discusses the similarities and differences between two or more articles within the same focus • To compare & contrast journals articles to learner's paper • To review the research gap & research fill made in meeting 7	Comparing & Contrasting Journal Articles with the same topic/focus	Discussion, Lecturing, Question-Answer	• 1, 6, 7, 8 • ppt	150'x2	• Working in a small group, trying to find articles with the same topic/focus • Discussing the similarities and differences between two or more articles within the same focus • Presenting the result of the discussion • Analyzing the similarities

Meetings	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
							and differences between the articles used in reference and the learner's paper
11	Creating 5 Part-Precis	• To explain the difference between precis and summary • To mention the parts of precis and the cue words for each part • To compose 5 Part-Precis	5 Part-Precis	Discussion, Lecturing, Question-Answer	• 1, 8 • ppt	150'x2	• In small groups, learners discuss the difference between precis and summary • Identifying the parts of precis • Listing the cue words for each part of precise • Summarizing a research article using 5 Part-Precis template • Checking the similarity using Turnitin
12	Creating 5 Part-Precis	• To explain the difference between precis and summary • To mention the parts of precis and the cue words for each part • To compose 5 Part-Precis	5 Part-Precis	Discussion, Lecturing, Question-Answer	• 1, 8 • ppt	150'x2	• In small groups, learners discuss the difference between precis and summary • Identifying the parts of precis • Listing the cue words for each part of precise • Summarizing a research article using 5 Part-Precis template • Checking the similarity using Turnitin
13	Composing annotated bibliography	• To discuss the importance of annotated bib • To mention the parts of ann.bib • To explain the 2 types of ann.bib; Informative & combination	Informative & combination annotated bibliography	Discussion, Lecturing, Question-Answer	• 3, 4, 5 • ppt	150'x3	• Discussing the importance of ann.bib • In small groups, learners discuss the difference between Informative & combination annotated bibliography

Meetings	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
		• To compose annotated bibliography					• Identifying the parts of ann.bib • Drafting annotated bibliography • Reviewing annotated bibliography • Editing annotated bibliography • Proof reading annotated bibliography • Checking the similarity using Turnitin
14	Composing annotated bibliography	• To discuss the importance of annotated bib • To mention the parts of ann.bib • To explain the 2 types of ann.bib; Informative & combination • To compose annotated bibliography	Informative & combination annotated bibliography	Discussion, Lecturing, Question-Answer	• 3, 4, 5 • ppt	150'x3	• Discussing the importance of ann.bib • In small groups, learners discuss the difference between Informative & combination annotated bibliography • Identifying the parts of ann.bib • Drafting annotated bibliography • Reviewing annotated bibliography • Editing annotated bibliography • Proof reading annotated bibliography • Checking the similarity using Turnitin
15	Composing annotated bibliography	• To discuss the importance of annotated bib • To mention the parts of ann.bib	Informative & combination annotated bibliography	Discussion, Lecturing, Question-Answer	• 3, 4, 5 • ppt	150'x3	• Discussing the importance of ann.bib • In small groups, learners discuss the difference between Informative & combination annotated

Meetings	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
		• To explain the 2 types of ann.bib; Informative & combination • To compose annotated bibliography					bibliography • Identifying the parts of ann.bib • Drafting annotated bibliography • Reviewing annotated bibliography • Editing annotated bibliography • Proof reading annotated bibliography • Checking the similarity using Turnitin
16	**FINAL TERM TEST**	• **All above**				**150'**	

Mid-Term Test

Indicators	Assessment				
	Forms	**Items**		**Rubric/ scoring**	**Weight (%)**
Understanding the types of Literature Sources and the types of Journals & Paper	Written (Short essay)	• Choosing 5 scientific articles (both research – based and theoretical/ conceptual articles) from reputable journals. • Do an initial search in the online library database. Search for sources that pertain to the topic you're considering for the Paper Writing Course.		Quality of References Citations in APA format	25%
Finding and selecting appropriate source material from both print and electronic environments					
Managing and using Sources		Referencing		Dissection	25%
Doing initial appraisal and analyzing the organization of research article		• Research Problem / Questions • Methods • Key findings		Evaluation	25%
Analyzing research gap & research fill		Evaluate the article's limitations, strengths and weakness		Quality of References	25%

Final-Term Test

Indicators	Assessment			
	Forms	**Items**	**Rubric/ scoring**	**Weight (%)**
Comparing & Contrasting Journal Article	Written (Annotated Bibliography)	1. Write an evaluative/critical annotated bibliography using a minimum of FIVE and no more than TEN different research reports on the topic of your choosing (you can use the same topic you use for your Paper Writing assignment). Do your best to include a few different types of sources in your bibliography (e.g., peer reviewed journal, book, etc.). In addition, make sure that your sources are current (within the last eight years).	1. Quality of Sources (20)	20%
		2. At the beginning of your evaluative/critical annotated bibliography, please include a statement (one or two sentences) indicating what topic or concept connects the articles summarized.	2. Accuracy (20)	20%
Creating 5 Part-Precis		3. Start with the full text citation for each study in boldface, formatted per APA 6 style guidelines. **Be sure to list your different sources in alphabetical order.** 4. Make sure to provide enough details for the reader to get a clear sense of the study. 5. Summarize the following details from the cited source; a) A brief description of the research questions and hypotheses	3. Annotations Content (20)	20%
		b) The method and any criticisms c) The results d) The conclusions and any concerns that you may have	4. Annotations Structure (20)	20%
Composing annotated bibliography		e) A critical analysis of the quality and credibility of the study or author(s) f) How this study connects to or contrasts with other studies on this subject g) An explanation of how this study will shed new light on the topic. Make sure to provide enough details for the reader to get a clear sense of the study.	5. Overall Quality (20)	20%

B. Course Evaluation and Development

1. Calculation of Student Workload

Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
Extensive Reading	119	4.77 ECTS	Even	42 CU	14 Meetings

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
3	3x1.59= 4.77	50x3x14= 2100 mnt= 35 hours=	60x3x14= 2520 mnt = 42 hours=	60x3x14= 2520 mnt = 42 hours

2. Program Learning Outcome (PLO)

1. Demonstrate speaking and writing competence at the level of B2 CEFR

3. Course Learning Outcome

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

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4. Assessment of PLO

Assessment Plan

	PLO1
CLO1	Assignment, Mid-semester test, Final semester test
CLO2	Assignment, Mid-semester test, Final semester test
CLO3	Assignment, Mid-semester test, Final semester test
CLO4	Assignment, Mid-semester test, Final semester test

Student Performance

	PLO 1
Excellent	76%
Good	14%
Fair	5%
Fail	4%
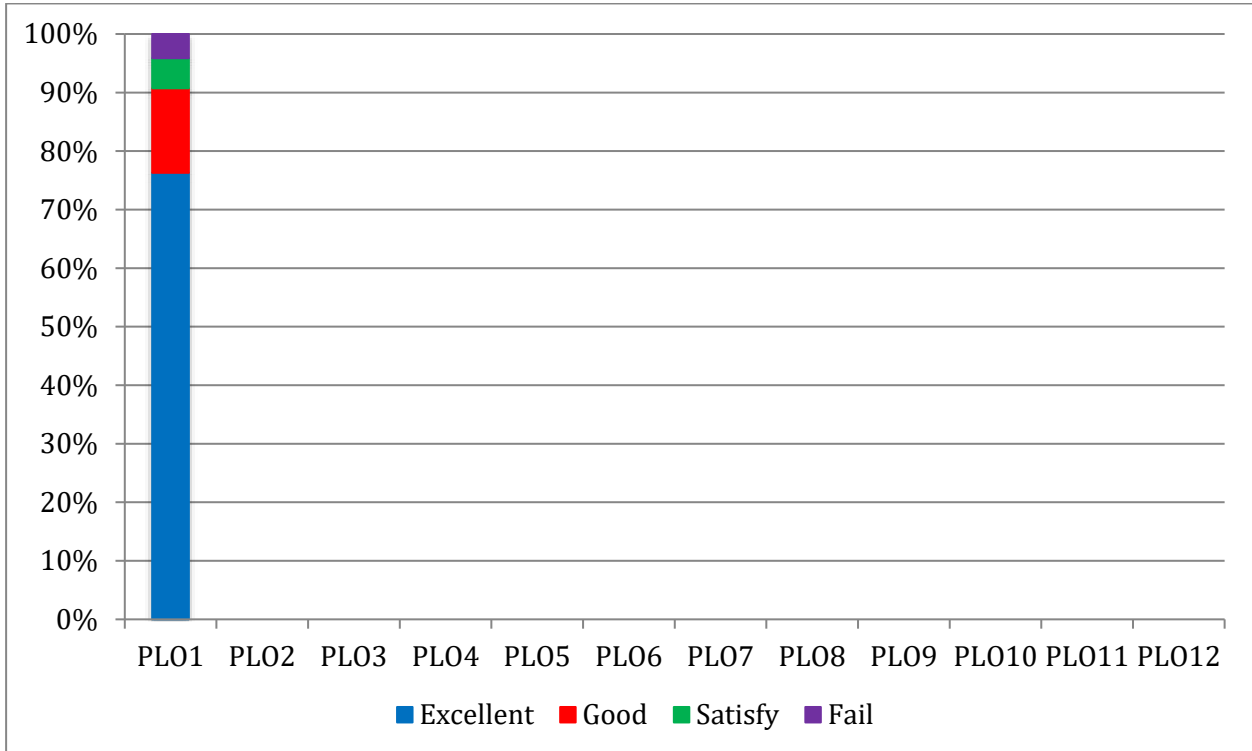
APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC
Course Assessment
    A. Assessment Rubric
        1) Attitudes/Affective Domain
        In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \le SA \le 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \le SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \le SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$\le SA < 55$

        2) Knowledge/Cognitive Domain
        The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and End-term tests).
          a. Assignment Rubric
            1. Precis Rubric
            Rhetorical Précis _____/20 (note: -4 pts for late entries)

Section	4	3	2	1
Sentence One	First part of the sentence clearly states the author/speaker, credibility, title of work and date in parenthesis. A strong rhetorically accurate verb is used before the word "that" and ends with the author's main claim that is clearly written	Most parts are included in the correct order and a fair "that" phrase is used with a rhetorically accurate verb. The main claim is written and may or may not be clear.	Some mandatory parts are included in the first portion of the sentence The rhetorical verb, "that" clause, and main claim may or may not be present and/or may or may not be clear	Many elements of the first sentence are not present and/or written in a confusing way.
Sentence Two	Obvious thesis statement that begins with a clear explanation using the noun form of the rhetorical verb correctly from sentence one. Uses correct and clear rhetorical verbs for each thesis section (3 parts) along with	Thesis statement is present but may not be a clear explanation of the intended purpose. The noun form of the verb from sentence one may or may not be used correctly.	Thesis statement lacks a clear and strong explanation of the intended purpose. The noun form of the verb is not present or is not clear. There are some missing	There is not a clear thesis statement and there are missing parts to the three-part thesis

Section	4	3	2	1
	specific explanation of the claim and the rhetorical device being used.	There is a three-part thesis that includes each required element, but not all are written clearly with strong and correct verbs	components to the three-part thesis	
Sentence Three	A clearly written statement of the author's overall purpose followed by a strong "in order to" statement followed by the intended effect of the author/speaker	In order to statement is present and states the purpose	In order to statement may or may not be clearly written and may or may not have a clear purpose	In order to statement does not have a clear purpose and is not clearly written
Sentence Four	A clearly written description of the tone the author/speaker uses along with the specific intended audience and relationship with the audience	Author's tone, audience, and relationship with the audience are present but are not strongly written	Not all elements of the sentence are present or may not be clear	All elements of the sentence are not present or are not clear
Personal Evaluation	Includes a brief personal reaction to not only the significance and the quality of the article, but also the strengths and weaknesses (if any) of it	Includes a brief personal reaction to the significance and the quality of the article OR the strengths and weaknesses (if any) of it	Personal reaction is included but still vague	No personal reaction is included or has many mechanical errors

2. Research Paper Reading Log Rubric

Criteria	1	2	3	4	Total (x5)
Quality of References	Source was not retrieved from specified sources. Student has not found appropriate source related to topic.	Sources selected do not relate to topic chosen.	A selection of reliable sources selected to support the main points of the topic chosen.	High quality, reliable sources selected to support the main points of the topic chosen.	
Citations in APA format	Multiple errors in citation in the style chosen.	Five or less errors in each citation in the style chosen.	Three or less errors in each citation in the style chosen.	Every citation is correctly written in style chosen.	
Dissection	Locates and identifies few parts of the articles: • Research Problem / Questions • Research Gap Research fill • Methods • Key findings	Locates and identifies some parts of the articles: • Research Problem / Questions • Research Gap Research fill • Methods • Key findings	Locates and correctly identifies parts of the articles: • Research Problem / Questions • Research Gap Research fill • Methods • Key findings with considerable accuracy	Locates and correctly identifies few parts of the articles: • Research Problem / Questions • Research Gap Research fill • Methods • Key findings with a high degree of accuracy	
Evaluation	No treatment of limitations, no evidence of understanding of the articles' strengths and weaknesses	Little treatment of limitations, little evidence of understanding of the articles' strengths and weaknesses	Some reference to the articles' limitations, strengths and weaknesses	Good understanding of limitations, strengths and weaknesses of the articles.	
				SCORE	

3. Annotated Bibliography Rubric

	16-20	11-15	6-10	0-5	TOTAL (100)
		Rubric: Annotated Bibliography			
Quality of Sources	All sources demonstrate careful consideration of validity and sources do not repeat same information	Several sources are credible but others are not current or have questionable validity	Sources meet guidelines for types selected but there is no consideration of validity	Sources do not meet guidelines for types of sources used	
Accuracy	Includes the complete and accurate bibliographic citation for each source and is organized according to citation method used	Makes 3-5 errors on citations.	Makes 6-10 errors on citations.	Makes more than 10 errors on citations.	
Annotations Content	**Summaries** are accurate, **evaluation** addresses validity of source and **usefulness** for assignment is included for every source	One component of the annotation is missing or very limited in several citations	One component of the annotation is missing in many citations	Little or no information specific to the source is included	
Annotations Structure	Well-written, unique to the source, avoids vague statements. Appropriate length.	Well written but contain some generic statements OR not appropriate length.	Poorly written, many generic statements, too short	Annotations are missing or are not coherent.	
Overall Quality	Bibliography could be used to generate a comprehensive research paper with excellent sources.	Bibliography provides sources to create a paper on the topic but is missing some key information	Sources miss key topics required by presentation assignment	Sources used would not create an informative paper	
				TOTAL POINTS	

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. **Sample of Student Attendance**

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI

UNIVERSITAS NEGERI SURABAYA

UNESA
Universitas Negeri Surabaya

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PRESENSI KULIAH
Periode 2020/2021 Gasal

Mata Kuliah	: Extensive Reading	Dosen	: Retno Wulan Dari, S.Pd., M.Pd.
Kelas	: 2018A		
Prodi	: S1 Pendidikan Bahasa Inggris		

No	NIM	Nama Mahasiswa	1 14 Sep 20	2 21 Sep 20	3 28 Sep 20	4 05 Oct 20	5 12 Oct 20	6 19 Oct 20	7 26 Oct 20	8 02 Nov 20	9 09 Nov 20	10 16 Nov 20	11 23 Nov 20	12 30 Nov 20	13 07 Dec 20	14 14 Dec 20	15 21 Dec 20	%
1.	18020084001	PUTRI FATIMATUZ ZUHRO	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
2.	18020084002	DEVA MELANIA	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
3.	18020084003	TASYA REYNA SHALSABILLA	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
4.	18020084004	DIAH RAHMI YULIANINGSIH	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
5.	18020084005	FIZARIYAH SUKMA	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
6.	18020084006	KARISMA KURNIAWATI	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
7.	18020084007	ANISA MAHDIANA AWALIN	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
8.	18020084008	FITRIA AFIFATUS SALAMAH	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
9.	18020084009	SEPTIARA DWI YUDHIA	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
10.	18020084010	AULIA PUTRI YULISTIA	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
11.	18020084011	ZENITA SALSABILA	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
12.	18020084012	IZZA AUDINA	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
13.	18020084013	ARDHELIA CINTARA DWIKI FRENDY	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
14.	18020084014	LUISITA KHADLROTUL MASYHUROH	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
15.	18020084015	ADINI AMALIA	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
16.	18020084016	DIANA PUTRI	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
17.	18020084017	ANJANI VICKA PRASASTI HASIBUAN	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
18.	18020084018	DINDA AYU OCTAVIA PUTRI	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
19.	18020084019	FITRIN ARLINDA	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
20.	18020084020	HILDA APRILINDA	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
21.	18020084021	MUNAWAROH ALFIANTI	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
22.	18020084022	ROISUL LAURA GLADIKA	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
23.	18020084024	KHUSNUL KHOTIMAH	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
24.	18020084025	YULI QOUMIM MAHMUDAH	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %
	Tanda Tangan Dosen / Asisten																	

b. Sample of Course Log Book

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI

UNIVERSITAS NEGERI SURABAYA

Aktivitas Perkuliahan

Nama Matakuliah	: Extensive Reading	**Dosen** :	RETNO WULAN DARI
Kelas	: 2018B		(198406272009122003)
Jadwal & Ruang	: T04.03.14 (07.00 - 09.30) R.		

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	14-09-2020	Pertemuan ke 1	Understanding the types of Literature Sources and the types of Journals & Paper	23	Terjadwal	Retno Wulan Dari
2	21-09-2020	Pertemuan ke 2	Finding and selecting appropriate source material from both print and electronic environments	23	Terjadwal	Retno Wulan Dari
3	28-09-2020	Pertemuan ke 3	Managing and using Sources	23	Terjadwal	Retno Wulan Dari
4	05-10-2020	Pertemuan ke 4	Doing initial appraisal and analyzing the organization of research article	23	Terjadwal	Retno Wulan Dari
5	12-10-2020	Pertemuan ke 5	Doing initial appraisal and analyzing the organization of research article	23	Terjadwal	Retno Wulan Dari
6	19-10-2020	Pertemuan ke 6	Analyzing research gap & research fill	23	Terjadwal	Retno Wulan Dari
7	26-10-2020	Pertemuan ke 7	Analyzing research gap & research fill	23	Terjadwal	Retno Wulan Dari
8	02-11-2020	Pertemuan ke 8	**MID TERM TEST**	23	Terjadwal	Retno Wulan Dari
9	09-11-2020	Pertemuan ke 9	Comparing & Contrasting Journal Article	23	Terjadwal	Retno Wulan Dari
10	16-11-2020	Pertemuan ke 10	Comparing & Contrasting Journal Article	23	Terjadwal	Retno Wulan Dari
11	23-11-2020	Pertemuan ke 11	Creating 5 Part-Precis	23	Terjadwal	Retno Wulan Dari
12	30-11-2020	Pertemuan ke 12	Creating 5 Part-Precis	23	Terjadwal	Retno Wulan Dari
13	07-12-2020	Pertemuan ke 13	Composing annotated bibliography	23	Terjadwal	Retno Wulan Dari
14	14-12-2020	Pertemuan ke 14	Composing annotated bibliography	23	Terjadwal	Retno Wulan Dari
15	21-12-2020	Pertemuan ke 15	Composing annotated bibliography	23	Terjadwal	Retno Wulan Dari

c. Sample of Assignment:

RHETORICAL PRECIS

Instruction :

Read 2 related scientific articles (one research – based and one theoretical/ conceptual) from reputable journals. For each reading, you have to write a rhetorical **Précis** and an outline of the article.

➢ The rhetorical précis includes five parts. The following outlines the information you should include in each of the five parts (@20 points).

- Part 1: Introduce the writer or speaker, the text, and the central claim.
- Part 2: Explain how the author develops or advances the argument.
- Part 3: State the author's purpose in writing the text.
- Part 4: Describe the intended audience and the author's relationship to the audience.
- Part 5: Explain the significance of the work

d. Sample of Mid-term Test

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Kampus Lidah, Jalan Kampus Lidah Unesa, Surabaya 60213
Telepon : +6231-7522876, Faksimil : +6231- 7522876
Laman : http://fbs.unesa.ac.id, email : fbs@.unesa.ac.id.

UJIAN TENGAH SEMESTER GASAL 2020/2021

MATA KULIAH   : EXTENSIVE READING
KODE MATA KULIAH   : 8820303080
JUMLAH SKS   : 3 SKS
PRODI/ ANGKATAN   : PEND. BAHASA INGGRIS 2018 ABCD
HARI/ TANGGAL   :
ALOKASI WAKTU   : 5 DAYS
DOSEN   : TIM PENGAMPU EXTENSIVE READING

Reading Log

Instruction   :

Do an initial search in the online library database. Search for sources that pertain to the topic you're considering for the Paper Writing Course. Read 5 related scientific articles (both research – based and theoretical/ conceptual articles) from reputable journals. In consultation with your Extensive Reading lecturer, develop a reading log containing five academic sources as well as a dissection of each articles using the provided template.

Remember, this is just an assignment to demonstrate the range of research you'll be doing for your final essay. You won't be expected to use all of these sources in your final paper, and if you find more after you've turned this in, you can use those instead. The reading log is a snapshot of where you are in the research process at this particular point in time.

Research topic: _____

No	Reference	Scimago Q rank	Research Problem / Questions	Methods	Key findings	Research Gap	Research fill	Comments
1.								
2.								
3.								
4.								

e. Sample of End-term Test

UJIAN AKHIR SEMESTER GASAL 2018/2019

MATA KULIAH : EXTENSIVE READING
KODE MATA KULIAH :
JUMLAH SKS : 3 SKS
PRODI/ ANGKATAN : PEND. BHS. INGGRIS 2018
HARI/ TANGGAL :
ALOKASI WAKTU : TAKE HOME TEST (1 MINGGU)
DOSEN : TEAM

Extensive Reading Exam Directions

1. Write an evaluative/critical annotated bibliography using a minimum of FIVE and no more than TEN different research reports on the topic of your choosing (you can use the same topic you use for your Paper Writing assignment). Do your best to include a few different types of sources in your bibliography (e.g., peer reviewed journal, book, etc.). In addition, make sure that your sources are current (within the last eight years).

2. At the beginning of your evaluative/critical annotated bibliography, please include a statement (one or two sentences) indicating what topic or concept connects the articles summarized.

3. Start with the full text citation for each study in boldface, formatted per APA 6 style guidelines. **Be sure to list your different sources in alphabetical order.**

4. Make sure to provide enough details for the reader to get a clear sense of the study.

5. Summarize the following details from the cited source;
   a) A brief description of the research questions and hypotheses
   b) The method and any criticisms
   c) The results
   d) The conclusions and any concerns that you may have
   e) A critical analysis of the quality and credibility of the study or author(s)
   f) How this study connects to or contrasts with other studies on this subject
   g) An explanation of how this study will shed new light on the topic. Make sure to provide enough details for the reader to get a clear sense of the study.

f. Sample of Student's Answer to Assignment, Mid-term, and End-term Test

   1. Assignment

18020084047
RAVITA MAHARANI

1:17
2:18
3:15
4:15
5:17
82

PRECIS

Syafi'ul Anam and Elke Stracke, in their journal "Language learning strategies of Indonesian primary school students: In relation to self-efficacy beliefs" (2016), claim that learning strategy use and self-efficacy impact Indonesian young learners' foreign language development and improvement. Anam and Stracke support their claim by conducting mix-method research employing questionnaires (Indonesian Children's SILL and the C-SELEQ) involving 522 sixth graders lived in urban, suburban and rural regions who were selected through single stage-cluster sampling. **The author purpose is to compare various self-efficacy beliefs and their utilization of learning methodologies in order to find out the roles of self-efficacy in self-regulated learning.** The authors write in formal tone for the educators and researchers concerning in strategy behaviour to develop self-efficacy in foreign language learning. **As future teachers or researchers, this study will equip us many possibilities of Indonesian young student' self-efficacy and self-regulated to build our teaching strategies so students may learn actively yet courageously, whether it is urban, suburban and rural regions. Although this article is quite beneficial for the readers, this topic is not in line in our topic research to be developed as main references.**

2. Mid-term

Quality	18
Citations in APA	20
Dissection	22
Evaluation	20
Total	80

3. End-term

18020084047
RAVITA MAHARANI

Annotated Bibliography on Teaching Grammar

1. Wong, C. C. Y. & Barrea-Marlys, M. (2012). The Role of Grammar in Communicative Language Teaching: An Exploration of Second Language Teachers' Perceptions and Classroom Practices. *Electronic Journal of Foreign Language Teaching 2012, Vol. 9, No. 1, pp. 61–75* https://bit.ly/3bu62E0

(Q1)

Cathy Chiu Yin Wong & Mirta Barrea-Marlys in their journal "The Role of Grammar in Communicative Language Teaching: An Exploration of Second Language Teachers' Perceptions and Classroom Practices" (2012), claim grammar has a big role toward teachers' perspective in maximizing ESL regarding to communicative language teaching (CLT) in classroom whether it is delivered implicitly or explicitly. Cathy Chiu Yin Wong & Mirta Barrea-Marlys support their claim through analysis method and coding method, including classroom observations, the three-step interviews, and document and record collection, and the study involves six college level teachers, who graduated as part-time lecturers and undergraduates in the Spanish department of a major university in the southern United States., and they are selected through purposive sampling. The authors' purpose is to measure grammar instruction as ESL based on teachers' perceptions in conducting CLT in the classrooms implicitly or explicitly. The authors write in formal tone for the educators and other researchers according to the beliefs of L2 teachers in teaching English grammar whether it is acknowledged explicitly or implicitly to students through communicative language teaching and its instructions. As a future teacher or researcher, this study will support what I am going to introduce grammar to build students' potencies in accepting information or instruction through interactive conversation. I personally think that teaching grammar implicitly is better than introducing it explicitly because in any situation, students should know how to implement grammar first while they are doing conversation so that they will be ready to know the basic grammar later to maximize their speaking skills. Hence, this article is quite beneficial for me because this topic is in line in my topic research to be developed as references.

2. Devira, M. (2017). Acquisition of Academic Literacy in an Engineering Communication Course: Integration of English for Specific Purposes (ESP) and Systemic Functional Linguistics (SFL). *Studies in English Language And Education, 4(1), 38-53, 2017.* http://bit.ly/2NoAuYb

(S1)

Merina Devira, in her journal "Acquisition of Academic Literacy in an Engineering Communication Course: Integration of English for Specific Purposes (ESP) and Systemic Functional Linguistics (SFL)" (2017), claims that in the context of ESL/EFL, an engineering communication course should include written communication assignments and be done in groups of engineering students. Merina Devira supports their claim by Team matching uses qualitative case research methods, such as recorded interviews classroom observations, student writing, etc. A freshman from Vanuatu participate in the research. He is an international student studying in the electrical engineering department at the University of Adelaide. The author's purpose is to comprehend the needs of written communication assignments that match the genuine requirements of designing understudies in ESL and EFL examines. The author writes in understandable tone for the educators and readers to comprehend written communication for engineering students in SFL and EFL courses. This study will equip my interest to create communication practice as one of courses in EFL to build Students' Academic Skills into a cohesive and coherent argumentative text. Hence, this topic is still relevant to my topic research to be developed as main references.

3. Yi Ji & Pham, T. (2018). Implementing task-based language teaching (TBLT) to teach grammar in English classes in China: using design-based research to explore challenges and strategies. *Innovation in Language Learning and Teaching. Vol. 14, No. 2, 164–177* https://bit.ly/3soLKCm

(Q1)

Yi Ji and Thanh Pham claim Chinese context can be included in task-based language teaching as a method to improve Chinese students' English competencies, especially their grammar knowledge effectively in their

journal "Implementing task-based language teaching (TBLT) to teach grammar in English classes in China: using design-based research to explore challenges and strategies" (2018). Yi Ji and Thanh Pham support their claim by conducting s a mixed-method research, including interview, group discussion, and audiotaping. It involves 122 college students from different regions with scores of varying English proficiency who were selected through cluster sampling at a Chinese university. The objective of the authors is To enable Chinese teachers and learners to use TBLT to teach grammar in English classes which culturally develop appropriate TBLT practices. The authors write knowledgeable sentences for all readers, including teachers, next researchers, or commoners concerning in language strategies of pre-service teacher/college stadents in teaching grammar by considering the cultural aspects through TBLT. Likewise, this study may help the readers to understand how to adopt TBLT in a non-Western context so students, we teach, may learn better and get engaged with the materials we deliver, whether it is in different or same regions in a country, either in the advanced level, intermediate level, or beginning level. This article is quite beneficial for me, especially this topic is related to my topic research as a supporting reference in teaching process.

4. Dwiniasih (2018). **The Grammar of Interpersonal Exchanges: Communicative Acts Used in EFL Class.** *Research and Innovation in Language Learning, Vol. 1(1) January 2018 pp. 49-56* http://jurnal.unswagati.ac.id/index.php/RILL
(S1)

Dwiniasih declares the interpersonal exchanges as a study of functional grammar is vital to realize the specific importance which has many communicative demonstrations because of its importance in teaching-learning process on how to be seriously fascinating and significant, in their journal "The Grammar of Interpersonal Exchanges: Communicative Acts Used in EFL Class" (2018). Dwiniasih proves her claim by conducting descriptive qualitative research employing interview and classroom observation, such as note taking and self-report, involving the English department freshmen at a university in Cirebon. The author's purpose is to investigate the interpersonal exchanges through clauses to be utilised in which state of mind and speaker's expectation don't coordinate while speaking and its meaning. The author writes in well-informed way concerning in functional grammar as a resource for making meaning, not a set of rules. As future teachers or researchers, this study will equip us many possibilities of extra information for both English students and educator, exclusively to upgrade their insight to get a more noteworthy language-used comprehension. Therefore, this article supports my topic research as my references due to its explanation according to functional grammar in interpersonal exchanges.

5. Sevy-Biloon, J. (2018). **Integrating EFL Skills for Authentically Teaching Specific Grammar and Vocabulary.** *Studies in English Language And Education, 5(2), 175-184, 2018.* http://jurnal.unsyiah.ac.id/SiELE/article/view/9705/9400
(S1)

Julia Sevy-Biloon, in her journal "Integrating EFL Skills for Authentically Teaching Specific Grammar and Vocabulary" (2018), claims that Teachers use integrating EFL strategies to allow students to improve all four skills and teach grammar and vocabulary in accordance with CBL and CLT. Julia Sevy-Biloon proves by a mixed method which includes lots of arranged appendices and requirements, such as pre- and post-questionnaires, a pre-test and a post-test and teacher-student observations, involving 33 intermediate students related to their English level. The author's purposes are to understand how English teaching strategies as a foreign language can help students in their education, and understand how to integrate vocabulary, grammar, and communication skills education into the classroom to provide intermediate students with a deep learning experience to do. The author delivers the findings through acceptable words and set to maximize teacher functional information to create a learning promotion environment through integration of language skills. This study will equip us how to enhance our strategies as teachers to integrate EFL in students' insight and English skills so students actively learn how to communicate the EFL, integrate students' vocabulary and grammar, and maximize every skill inductively. This article is quite beneficial for the readers and relevant to my topic research to be developed as one of my main references.

Quality of Sources	20
Accuracy	15
Annotations Content	15
Annotations Structure	15
Overall Quality	15
Total	80