



WORKLOAD ASSESSMENT CRITICAL READING



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

WORKLOAD ASSESMENT
Critical Reading
Academic Year 2019/2020

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A. Lesson Plan and Course Assessment

 UNESA <small>Universitas Negeri Surabaya</small>	Universitas Negeri Surabaya Faculty of Languages and Arts English Language Education Study Program					Document Code
Lesson Plan						
COURSE		Code	Cluster	Credits	Semester	Compilation Date
Critical Reading		8820302036	Languages	3	Odd (3 rd)	2020
AUTHORIZATION		Lesson Plan Developer		Coordinator		Head of Study Program
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Program Learning Outcome (PLO)	PLO					
	PLO	1. Demonstrate speaking and writing competence at the level of B2 CEFR				
	PLO	7. Apply critical thinking and analytic skills in solving problems in English instructions.				
	Course Learning Outcome (CLO)					
	CLO1	Making use of critical thinking skills in responding to semi-scientific and scientific texts read;				
	CLO2	Possessing knowledge of doing critical reading in responding to semi-scientific and scientific texts read;				
	CLO3	Being able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography;				
CLO4	Being responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography.					
Course 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,					

	<p>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.</p>	
Learning Materials/ Topics	<ul style="list-style-type: none"> ● Speed Reading ● Note-taking ● Assumptions ● Claims ● Arguments ● CER (Claims, Evidence & Reasoning) ● Rhetorical Summary 	
References	Primary	Dari, R.W. & Rahmawati, Eva. Critical Reading. 2018. Unpublished.
	Supplementary	<ul style="list-style-type: none"> ● Cottrell, Stella. 2013. Critical thinking skills: Developing effective analysis and arguments. 4th edition. Hampshire: Palgrave MacMillan. ● McWhorter Kathleen T. 2017. Guide to college reading. Boston: Pearson ● Davies, Martin Davies & Barnett, Ronald. 2017. The Palgrave handbook of critical thinking in higher education. New York, NY : Palgrave Macmillan, Boston, Massachusetts : Credo Reference. ● Journal articles from ELT Journal, TESOL Quarterly. ● Online Newspaper articles: in The Guardian, The New York Times.
Lecturer(s)	<p>Retno Wulan Dari, M.Pd Dr. Oikurema Purwati, M.A., M.AppL. Nur Chakim, S.Pd., M.Pd.</p>	
Prerequisite	N/A	

Meetings	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
1	Understanding the importance of Critical Reading	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Reading passage Video clip from https://youtu.be/N39B0lhGyEc, ppt 	150'	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Reading passage Video clip from https://youtu.be/N39B0lhGyEc, ppt 	150'	<ul style="list-style-type: none"> Reading the passage: Speed Reading Learning to Read More Efficiently https://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	<ul style="list-style-type: none"> To write a summary of the reading. To take part in a discussion session pertaining the importance of reading speed 	<ul style="list-style-type: none"> Unit one "Speed Reading" Video clip from https://youtu.be/N39B0lhGyEc Reading & vocabulary exercises in Unit 1 	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> Reading passage Video clip from https://youtu.be/N39B0lhGyEc, Ppt gform 	150'	<ul style="list-style-type: none"> Reviewing last week's material Comparing & discussing the students' summary Discussing assigned topic Making a daily reading practice plan

			<ul style="list-style-type: none"> • Target words & pre-reading act of Unit 2 				
4	Organizing reading notes using Cornell note-taking strategy	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Unit three “Note-Taking Skills” • Video clip from https://www.youtube.com/watch?v=E7CwqNHn_Ns • Ppt • gform 	150’	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Unit three “Note-Taking Skills” • Video clip from https://www.youtube.com/watch?v=E7CwqNHn_Ns • Ppt • gform 	150’	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • To find specific information related to the author’s assumption in the passage 	<ul style="list-style-type: none"> • Unit 3 “Assuming The Best” 	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> • Unit four “Assuming The Best” 	150’	<ul style="list-style-type: none"> • Classifying the target academic words from the passage based on the

		<ul style="list-style-type: none"> To identify the assumptions made by the author in an academic text To know the types of assumption made by the author in an academic text To analyze the assumptions based on their type 	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Video clip from https://www.youtube.com/watch?v=tfM5-pY5YXs PPT Gform 		<p>students' familiarity of the words</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Unit four "Assuming The Best" Video clip from https://www.youtube.com/watch?v=tfM5-pY5YXs PPT Gform 	150'	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> All above 				100	
9	Evaluating the claims made by the author in an academic text	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Unit 4 "False Claims about Literacy Development" Video clip from https://www.youtube.com/watch?v=4S5g13O9KcE 	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> Unit five "False Claims about Literacy Development" 	150'	<ul style="list-style-type: none"> 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

		agreement/disagreement towards a claim	<ul style="list-style-type: none"> • Reading & vocabulary exercises in Unit 4 • Target words & pre-reading act of Unit 5 		<ul style="list-style-type: none"> • Video clip from https://www.youtube.com/watch?v=4S5g13O9KcE • PPT • Gform 		<p>claim made by the author in exercise unit 4</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Unit 5 "Argumentative Literacy: Reading, Writing, and Thinking for All" • Video clip from https://www.youtube.com/watch?v=pP8dWURrEF0 • PPT • Gform 	150'	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Unit 5 "Argumentative Literacy: Reading, Writing, and Thinking for All" • Video clip from https://www.youtube.com/watch?v=pP8dWURrEF0 	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> • Unit 5 "Argumentative Literacy: Reading, Writing, and Thinking for All" 	150'	<ul style="list-style-type: none"> • Reviewing last week's material • Working the exercise in unit 5 • Discussing the characteristics of valid and sound argument

		<ul style="list-style-type: none"> To take part in a discussion session related to assumptions 	<p>v=pP8dWURrEF0</p> <ul style="list-style-type: none"> Reading & vocabulary exercises in Unit 5 Target words & pre-reading act of Unit 7 		<ul style="list-style-type: none"> Video clip from https://www.youtube.com/watch?v=pP8dWURrEF0 PPT Gform 		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Unit seven "Research Says / Evidence on Flipped Classrooms Is Still Coming In" Video clip from https://www.youtube.com/watch?v=faSAI0Anf9E PPT Gform 	150'	<ul style="list-style-type: none"> 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 Giving effective reasoning that explains why evidence supports a particular claim Discussing the exercise
13	Applying CER framework to improves students' problem solving skills	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Unit 7 "Research Says / Evidence on Flipped Classrooms Is Still Coming In" Video clip from 	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> Unit 7 "Research Says / Evidence on Flipped Classrooms Is Still Coming In" 	150'	<ul style="list-style-type: none"> Reviewing last week's material Doing vocabulary exercise in Unit 6 Working individually to Compose a short essay using CER framework Discussing assigned topic

		<ul style="list-style-type: none"> To compose a short essay using CER framework 	<p>https://www.youtube.com/watch?v=faSAI0Anf9E</p> <ul style="list-style-type: none"> Reading & vocabulary exercises in Unit 6 Target words & pre-reading act of Unit 8 		<ul style="list-style-type: none"> Video clip from https://www.youtube.com/watch?v=faSAI0Anf9E PPT Gform 		
14	Composing a five-part <i>précis</i> (rhetorical summary)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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'	<ul style="list-style-type: none"> Breaking down the components of a five-part <i>précis</i> (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 <i>précis</i> (rhetorical summary)	<ul style="list-style-type: none"> • To make use the target vocabulary from the reading passage • To take part in a discussion session related to five-part precise • To compose a short summary using precise template 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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’	<ul style="list-style-type: none"> • Reviewing last week’s material • Doing vocabulary exercise in Unit 7 • Working individually to Compose a short summary using precise template
16	FINAL TERM TEST						100

Mid-Term Test

Indicators	Assessment			
	Forms	Items	Rubric / scoring	Weight (%)
Finding specific information from the reading passage	Written (Short essay)	<ol style="list-style-type: none"> 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 by the author in an academic text	Written (Short essay)	<ol style="list-style-type: none"> 9. What is the author's major assumption of this topic? What kind of assumption is it? 	@8	8%
Responding a text in form of essay	Written (Essay)	<ol style="list-style-type: none"> 10. Choose one of these questions and answer it in form of a short essay (not more than 150 words). <ol style="list-style-type: none"> 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? <p>➤ Note: For the essay, the more you use the words from the Academic Word List (AWL), the higher the score you will get.</p>	@28	28%

Final-Term Test

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
<p>Evaluating the claims made by the author in an academic text</p> <p>Analyzing the arguments in an academic text</p> <p>Composing a five-part <i>précis</i> (rhetorical summary)</p>	Written (Summary)	<p>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&uact=8&ved=0ahUKEwjG_7LQ2IfUAhXEipQKHbaaDxYQFghlMAQ&url=http%3A%2F%2Fwww.ijern.com%2Fjournal%2F2015%2FMay-2015%2F31.pdf&usg=AFQjCNGnQH2GdEzUh9l_nyEeDEDj_ouc0Q</p> <p>In your précis you are to address the following:</p> <ol style="list-style-type: none"> 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. 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. <p>Here are a few things to keep in mind:</p> <ul style="list-style-type: none"> • 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. 	@50	50%
<p>Applying CER framework to improves students’ problem-solving skills</p>	Written (Essay)	<p>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) :</p>	@50	50%

			<u>Title of Your Essay</u>			
			Paragraph 1	Introduction (Creative Opening e.g hook, stats, question, facts)		
				Argument (super claim) with three claims		
				First claim restated		
			Paragraph 2	Supporting evidence		
				Detailed reasoning		
				Second claim restated		
			Paragraph 3	Supporting evidence		
				Detailed reasoning		
				Third claim restated		
			Paragraph 4	Supporting evidence		
				Detailed reasoning		
				A restatement of argument (different words)		
			Paragraph 5	Summary of main points in ONE SENTENCE		
				Tie to the opening		

B. Course Evaluation and Development

1. Calculation of Student Workload

Module/Course Title Extensive Reading	Student Workload 119	Credits 4.77 ECTS	Semester Even	Frequency 28 CU
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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
7. Apply critical thinking and analytic skills in solving problems in English instructions.

3. Course Learning Outcome

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.

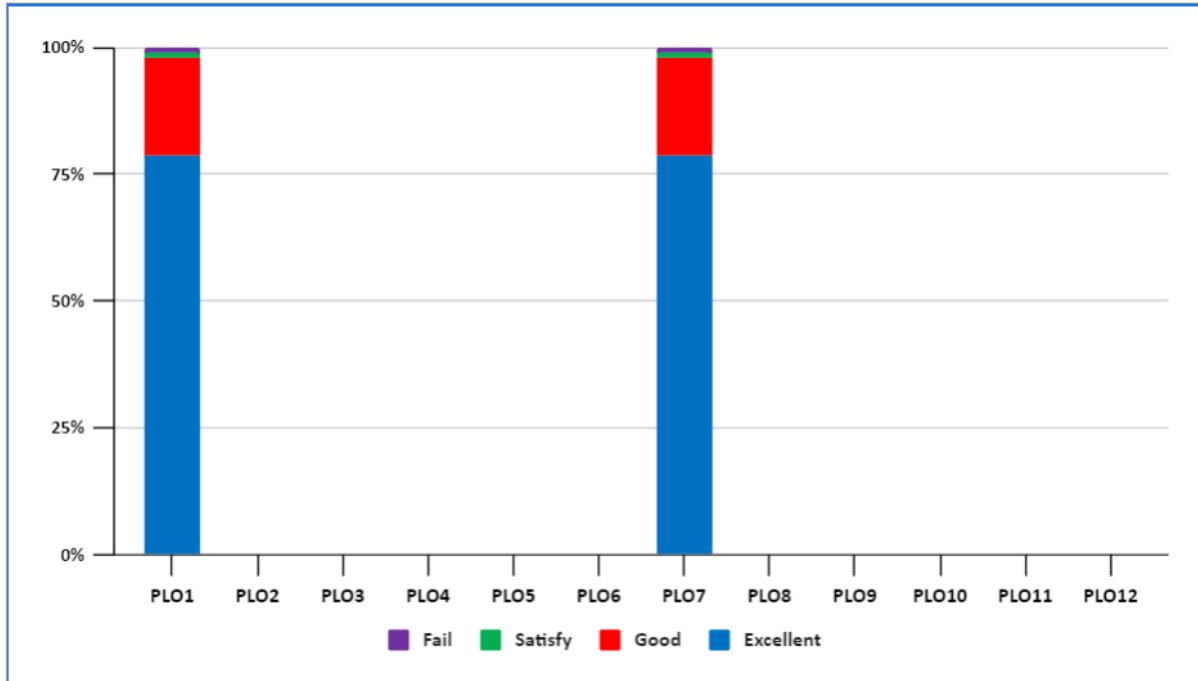
4. Assessment of PLO

Assessment Plan

	PLO1	PLO7
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	PLO 7
Excellent	79%	79%
Good	19%	19%
Fair	1%	1%
Fail	1%	1%



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

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. Summary Writing Rubric

Points	Summary Rubric Description
Excellent Summary 76-100	<ul style="list-style-type: none"> The main idea is clearly stated in the first sentence. All key details are included. Uses own wording - avoids copying phrases 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	<ul style="list-style-type: none"> The main idea is stated in the first sentence. Most important details are included. Uses mostly original language. Avoids copying phrases and sentences. Detail sentences are logically linked. Few mechanical errors. Correctly written works cited section.
Below Average	<ul style="list-style-type: none"> The main idea is vague and hard to locate. Some important details may be missing.

Summary 26-50	<ul style="list-style-type: none"> • Copies some phrases and sentences. • Detail sentences lack logical organization. • Has mechanical errors. • Incorrectly written works cited section.
Ineffective Summary 0-25	<ul style="list-style-type: none"> • 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. Précis Rubric

Rhetorical Précis Rubric

Criterion	Exceptional Mastery	Adequate Mastery	Approaching Mastery	Inadequate Mastery
Author, genre, title	Correctly identifies and includes all of the following: author's name, title punctuated correctly, and genre	Includes almost all of the important details of the author's, genre, and title punctuated correctly	Misses some important aspects of the author's name, genre, and title	Misses most or all of the author's name genre, and title
Rhetorically accurate verb and author's main claim	Has a strong claim that shows insight and understanding of the author's position. Includes a rhetorically accurate verb.	The rhetorically accurate verb may be somewhat generic, and the author's claim is accurate.	The author's claim is only partially stated or is oversimplified. Weak, vague, or generic verb is used.	Misreads or misstates the author's claim. Inaccurate or weak verb is used.
Support	Specifically addresses primary evidence in the text using accurate language.	Addresses relevant evidence in the text and uses correct language, but may overlook a primary piece of evidence.	Only includes some primary evidence or is vague in identifying evidence. Language is inaccurate.	Fails to address important evidence.
Purpose	Purpose tightly connects to the claim.	Purpose is generic or mimics the claim.	Purpose does not connect to the claim.	Purpose is entirely inaccurate.
Audience	Accurately identifies the tone, clearly explains who the target audience is, and why this audience would be receptive to the message.	Accurately identifies the tone, clearly explains who the target audience is, but may overlook why this audience would be receptive to the message.	Is general in identifying the audience. The identified tone is vague or unclear.	Misidentifies the audience and/or tone or does not include the audience at all.

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

b. Sample of Course Log Book



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN
TINGGI

UNIVERSITAS NEGERI SURABAYA

Kampus Ketintang

Jalan Ketintang, Surabaya 60231

T: +6231-8293484

F: +6231-8293484

laman: unesa.ac.id

email : bakpk@unesa.ac.id

Aktivitas Perkuliahan

Nama Matakuliah : Critical Reading

Dosen :

RETNO WULAN DARI

Kelas : 2018B

(198406272009122003)

Jadwal & Ruang : T04.03.12 (13.00 - 15.30) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen
1	10-02-2020	Pertemuan ke 1	Course contract, Target words & pre-reading act of Unit 1	22	Ganti	Retno Wulan Dari
2	14-02-2020	Pertemuan ke 2	Applying the flexibility of reading speed according to the reading text and purpose	22	Terjadwal	Retno Wulan Dari
3	21-02-2020	Pertemuan ke 3	Applying the flexibility of reading speed according to the reading text and purpose	22	Terjadwal	Retno Wulan Dari
4	28-02-2020	Pertemuan ke 4	Organizing reading notes using Cornell note-taking strategy	22	Terjadwal	Retno Wulan Dari
5	06-03-2020	Pertemuan ke 5	Paraphrasing using reporting verbs	22	Terjadwal	Retno Wulan Dari
6	13-03-2020	Pertemuan ke 6	Analyzing the assumptions made by the author in an academic text	22	Terjadwal	Retno Wulan Dari
7	20-03-2020	Pertemuan ke 7	Analyzing the assumptions made by the author in an academic text	22	Terjadwal	Retno Wulan Dari
8	27-03-2020	Pertemuan ke 8	MID TERM TEST	22	Terjadwal	Retno Wulan Dari
9	03-04-2020	Pertemuan ke 9	Evaluating the claims made by the author in an academic text	22	Terjadwal	Retno Wulan Dari
10	10-04-2020	Pertemuan ke 10	Analyzing the arguments in an academic text	22	Terjadwal	Retno Wulan Dari
11	17-04-2020	Pertemuan ke 11	Analyzing the arguments in an academic text	22	Terjadwal	Retno Wulan Dari
12	24-04-2020	Pertemuan ke 12	Applying CER framework to improves students' problem-solving skills	22	Terjadwal	Retno Wulan Dari
13	01-05-2020	Pertemuan ke 13	Applying CER framework to improves students' problem-solving skills	22	Terjadwal	Retno Wulan Dari
14	08-05-2020	Pertemuan ke 14	Composing five-part <i>précis</i> (rhetorical summary)	22	Terjadwal	Retno Wulan Dari
15	15-05-2020	Pertemuan ke 15	Composing a five-part <i>précis</i> (rhetorical summary)	22	Terjadwal	Retno Wulan Dari

c. Sample of Assignment:

UNIT 1 ASSIGNMENT

- How would you summarize the passage?
- Compare your summary with a friend.
- Use the rubric to analyze your friend's work.



READ

This article from the website of the Mindtools.com explains how to be a better reader through speed reading

Speed Reading

Learning to Read More Efficiently

<https://www.mindtools.com/speedrd.html>
By the Mind Tools Content Team

Think about how much reading you do every day. Perhaps you read the newspaper to catch up with what is going on in the world. You browse countless emails from colleagues and you then read the books, reports, proposals, periodicals, and letters that make up an average day.

When you look at it, reading could be the work-related skill that you use most often! It's also a skill that most of us take for granted by the time we reach the age of 12. After all, it seems that if we can read and comprehend textbooks, then, surely, we must be good readers? Maybe not. And, given the time that reading consumes in our daily lives, it may be a skill that we can, and should, improve.

But what does becoming a better reader involve? It means getting faster and

more efficient at reading, while still understanding what you are reading. In this article below, we will look at how you can do this, and how you can unlearn poor



d. Sample of Mid-term Test



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS

Kampus Lidah Wetan Surabaya
Gedung T4 Lidah Wetan Surabaya 60213
Telp/Fax. (031)7532192
Email: bahasainggris@unesa.ac.id

UJIAN TENGAH SEMESTER GENAP 2019/2020

MATA KULIAH : Critical Reading
KODE MATA KULIAH : 2024213033
JUMLAH SKS : 3 SKS
PRODI/ ANGKATAN : Pendidikan Bahasa Inggris/ 2018
HARI/TANGGAL : Jumat/ 3 April 2020
ALOKASI WAKTU : 24 Jam
DOSEN : Tim

Go to www.ascd.org/ASCD/pdf/journals/ed_lead/el200110_shaker.pdf and read the article. Answer the following questions carefully.

Notes: no.1-9 (@8 points) & no.10 (28 points)

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?
9. What is the author's major assumption of this topic? What kind of assumption is it?
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.



e. Sample of End-term Test



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS

Kampus Lidah Wetan Surabaya
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UJIAN AKHIR SEMESTER GENAP 2019/2020

MATA KULIAH	: Critical Reading
KODE MATA KULIAH	: 8820303035
JUMLAH SKS	: 3 SKS
PRODI/ ANGKATAN	: Pend. Bahasa Inggris 2018 ABCD
HARI/TANGGAL	: Kamis, 14 Mei 2020
ALOKASI WAKTU	: 3 hari
DOSEN	: Tim Pengampu Mata Kuliah Critical Reading

- 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&ved=0ahUKEwjG_7LQ2IfUAhXEipOKHbaaDxYQFghIMAQ&url=http%3A%2F%2Fwww.ijern.com%2Fjournal%2F2015%2FMay-2015%2F31.pdf&usq=AFOjCNGnQH2GdEzUh9l_nyEeDEDj_ouc0Q

☞ In your précis you are to address the following:

 - 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.
 - Sentence two : An explanation of how the author develops and supports the thesis.
 - Sentence three : A statement of the author's apparent purpose, followed by an "in order to" phrase.
 - 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.
 - 50 Points
- 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 below(50 Points) :



Title of Your Essay

Paragraph 1	Introduction (Creative Opening e.g hook, stats, question, facts)	
	Argument (super claim) with three claims	
Paragraph 2	First claim restated	
	Supporting evidence	
	Detailed reasoning	
Paragraph 3	Second claim restated	
	Supporting evidence	
	Detailed reasoning	
Paragraph 4	Third claim restated	
	Supporting evidence	
	Detailed reasoning	
Paragraph 5	A restatement of argument (different words).	
	Summary off maint points in ONE SENTENCE	
	Tie to the opening	

Rhetorical Précis Rubric

Criterion	Exceptional Mastery	Adequate Mastery	Approaching Mastery	Inadequate Mastery
Author, genre, title	Correctly identifies and includes all of the following: author's name, title punctuated correctly, and genre	Includes almost all of the important details of the author's, genre, and title punctuated correctly	Misses some important aspects of the author's name, genre, and title	Misses most or all of the author's name genre, and title
Rhetorically accurate verb and author's main claim	Has a strong claim that shows insight and understanding of the author's position. Includes a rhetorically accurate verb.	The rhetorically accurate verb may be somewhat generic, and the author's claim is accurate.	The author's claim is only partially stated or is oversimplified. Weak, vague, or generic verb is used.	Misreads or misstates the author's claim. Inaccurate or weak verb is used.
Support	Specifically addresses primary evidence in the text using accurate language.	Addresses relevant evidence in the text and uses correct language, but may overlook a primary piece of evidence.	Only includes some primary evidence or is vague in identifying evidence. Language is inaccurate.	Fails to address important evidence.
Purpose	Purpose tightly connects to the claim.	Purpose is generic or mimics the claim.	Purpose does not connect to the claim.	Purpose is entirely inaccurate.
Audience	Accurately identifies the tone, clearly explains who the target audience is, and why this audience would be receptive to the message.	Accurately identifies the tone, clearly explains who the target audience is, but may overlook why this audience would be receptive to the message.	Is general in identifying the audience. The identified tone is vague or unclear.	Misidentifies the audience and/or tone or does not include the audience at all.

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

Jalu Wintang Widodo (18020084032)

Ratna Gusti Denok (18020084033)

The Summary of "Speed Reading – Learning to Read More Efficiently"

<https://www.mindtools.com/speedrd.html> by the Mind Tools Content Team

From Critical Reading Book. Chapter 1. Pages 2-6.

Speed Reading

Speed reading is one of the reading strategies that can help you become a more efficient reader. It will improve your reading comprehension without requiring too much of your time. Besides, there are several bad reading habits that you have to avoid, such as vocalizing words in your head while reading, reading each word in the passage, the ineffective sights movement, going back to the last material, unable to focus only on a thing, and consecutively reading all the word in the passage. Therefore, you have to cope with those with continuously exercising, starting speed-reading with the simple material first, adjust your reading time based on the text, encouraging your reading speed with using your finger or pencil, going scanning or skimming, and evaluating your recent reading. From all of those techniques, you can choose what techniques you are going to use depending on the goals of your reading and do it constantly because it can truly help you to do speed-reading and become an excellent reader.

Ratna_33___Jalu_32.docx

PAGE 1



Sp. This word is not spelled correctly. Use a dictionary or spellchecker when you proofread your work.



S/V The subject and the verb in this sentence may not agree. Reread the sentence and look closely at the subject and the verb.



Wrong Article You may have used the wrong article or pronoun. Reread the sentence to make sure that the article or pronoun agrees with the word it describes.



Possessive You may need to use an apostrophe to show that someone owns something.

2. Mid-term

JALU WINTANG WIDODO
18020084032
CRITICAL READING 2018B

85

1 MID-TEST ANSWERS

1. The article discussing about three areas of learning. There are economic literacy, social and emotional literacy, and aesthetic literacy. The author use chronological order to discusses those three areas that also has relationship on each areas.
2. Author think that school should look at their student's needs. The school also should prepare the curriculum and provide the teaching strategy to fulfill the student's needs for their future jobs and life.
3. The best intellectual learning is the kind of learning that illustrating a practical value and teaching life skills for students effectively
4. There are some problems that happened in the field of education today, such as the lack of students productivity and economic skills, the media of student's expression still low, learning that only based on theory/principles without practical skills, and most of students still don't have knowledge how to improve their social skills and manage their psychological conditions.
5. Globalization also causing the changing of social structures and context around the world. By using technology which has developed so fast, it makes people around the world can communicate each other without any barriers. English language becomes the international language that make a diversity of any cultures in the world. So, globalization can break any cultural barriers to make a unique and great diversity on the world.
6. Harper's, The New York Times and the Internet are the examples of the media to expressing something and topics that existed in our life, such as politics, science, etc. The students can learn from those media because studying is not only reading a textbook, but also from those media.
7. The curriculum that has already applied in schools is not really motivated students to learn. The lack of motivation and inspiration in the curriculum and educators also influence of student's motivation in schools. Therefore, students are not ready to deal with some issues that affect in their life.
8. The aim of the article is to give informations about life literacies and ask school to use a curriculum and learning strategy that also involved these literacies for students life skills for their future life
9. Many schools and teachers still don't understand and teach about the literacy for student in this modern life (Factual Assumption)
- 10.

2 IMPORTANT SUBJECTS FOR ELEMENTARY AND HIGH SCHOOL STUDENTS

Character education and English subject are the most important subjects for elementary and high school student. Those subject have many contributions on students personality and also skill that required on student's future life. First subject is character education. It is the kind of education and subject that a sustained process of teaching by showing a good character and applying how to behave and appreciate to other people with a good manner. In some countries, especially Indonesian teaching context, character education usually involve in a religion subject. Character education is suitable to guiding them in their psychological development. Second subject is English. This subject maximize student's skill in communication, problem, critical thinking, and other life skills that will help them to prepare their future career. English subject also enrich student's knowledge about world and break any cultural barriers. Those subjects can shape students become smart and well-behaved person in the future.

3. End-term

JALU WINTANG WIDODO
18020084032
UAS CRITICAL READING 2018B

- Erna Iftanti, in her article "What Makes EFL Students Establish Good Reading Habits in English" (2015), asserts that individual, social-cultural, and technological factors have a significant contribution on EFL student's good reading habits in English. Iftanti develops and supports her assertion by making multi-case study for five EFL college students, setting student's reading target and preferences, doing depth-interview, identifying reading habits factors among the subjects, and analyzing the data of the research. Her purpose is to exploring the aspects that generate EFL students to establish good reading habits in English. Iftanti delivers a formal and comprehensive tone for English teachers, librarians, and parents who want to assisting and establishing the good reading habits for the EFL learners.

2. HOW TO ESTABLISHING EFL STUDENT'S GOOD READING HABITS ?

Paragraph 1	Introduction (Creative Opening e.g hook, stats, question, facts)	Did you know that the reading habits in Indonesia is very low ? Based on the data survey by PISA (Program for International Student Assessment) that Indonesia reading ability is low. Indonesia ranks on 74 th out of 80 countries on the world. UNESCO also do a research and as a result, Indonesian reading interest percentage is only on 0.01%. It means that there is only 1 person out of 1000 people who have high interest in reading. However, Iftanti (2012) found that there are EFL students who have good reading habits, especially in English that influenced by some factors
	Argument (super claim) with three claims	Internal motivation, good literacy environment, and technological construction are the most important factors to establish EFL student's English good reading habit.
Paragraph 2	First claim restated	Firstly, student's internal motivation have a significant impacts on EFL student's reading habit
	Supporting evidence	<ul style="list-style-type: none"> E1 : According to Jannik's (2005) study which revealed that the joy of reading is the most frequent motivation for reading. E2: Setting dream and engaging in activities through reading books E3 : Hobbies, public figure, or student's inspiring idol who has good reading habit or English can build the student's intrinsic motivation to establish the good reading habit.
	Detailed reasoning	<ul style="list-style-type: none"> R1 : This statement confirms that to constructing student's good reading habit is increasing joyful feeling of reading, R2: setting dream or goals in the future by reading activities, R3 : and having idol/inspiring figures also encourage student's internal motivation to have a good reading habit in English.
Paragraph 3	Second claim restated	Secondly, the successful of English reading habits for EFL students is also caused by social structure in their environment
	Supporting evidence	<ul style="list-style-type: none"> E1: EFL student's parents apply to telling stories and reading aloud to them and work together with English teachers by giving good reading role model and create good literacy environment. E2 : Librarians must update their book collections and reading text in best facilities and accessible for EFL students E3 : Cultural factors such as watching Hollywood/English movies and reading its review can attract students in

		English reading habit establishment
	Detailed reasoning	<ul style="list-style-type: none"> • R1 : This statement claims that the successful of reading habit are caused by building good literacy environment by parents and teachers, • R2 : and librarian can give significant contribution on student's reading habit, • R3 : then cultural factors like watching and reading Hollywood movies also influence EFL studnets on their reading habit.
Paragraph 4	Third claim restated	Thirdly, technological construction build EFL students reading habits in English
	Supporting evidence	<ul style="list-style-type: none"> • E1 : Internet also has rich resource information and reading materials that can't be found in library • E2 : The search engine in some browser in the internet make students interest to search unlimited information
	Detailed reasoning	<ul style="list-style-type: none"> • R1 : This statement asserts building EFL students reading habits in English can be done by using internet, • R2 : and also applying the search engine to looking for unlimited information and reading text
Paragraph 5	A restatement of argument (different words).	EFL student's reading habits in English can be increased by internal, social, and technological aspects
	Summary of main points in ONE SENTENCE	In brief, student's good reading habit is constructed by improve their self motivation, involving in a good literacy environment, and using Internet wisely.
	Tie to the opening	By implementing and considering those factors, the EFL students can interested to have good reading habit and increasing the Indonesian reading ranking on the world.