

Module/Course Handbook

Critical Reading					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8820302036	119	4.77 ECTS	Even	42 CU	14 Meetings
1	Types of courses a) Direct meeting b) Structured work c) Self-study	Contact hours 5.5	Independent Study 3 hours	Class size 22 students	
2	Prerequisites for participation (if applicable) None				
3	Learning outcomes PLO <ol style="list-style-type: none"> Demonstrate speaking and writing competence at the level of B2 CEFR Apply critical thinking and analytic skills in solving problems in English instructions. CLO <ol style="list-style-type: none"> Making use of critical thinking skills in responding to semi-scientific and scientific texts read; Possessing knowledge of doing critical reading in responding to semi-scientific and scientific texts read; Being able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography; Being responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography. 				
4	Subject aims/Content 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				

	<p>reasoning). It also gives the students chances to practice using targets vocabulary from the Academic Word List (AWL) level 5-8. The topics in this course include literacy, sociology, pedagogy, and many more. Along the course, students are involved in various activities designed to help them practice and improve their critical reading skills, including: responding to upper-intermediate academic texts by having individual presentation, group and class discussion, and composing summaries of written academic texts. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.</p>																														
5	<p>Teaching methods</p> <p>Lectures, Discussions, Practice</p>																														
6	<p>Assessment methods</p> <p>A student is competent when he/she passes the exams with minimum score 56, which include Mid Term (UTS), Final Term (UAS), Structured work (T), and participation (P).</p> <p>The Final Score (NA) is calculated using the following formula:</p> $NA = \frac{(2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)}{10}$ <p>The score conversion 0-100 to scale 0-4 is according to the following table:</p> <table border="1" data-bbox="327 1328 746 1944"> <thead> <tr> <th>Letter</th> <th>Scale</th> <th>Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4.00</td> <td>85 ≤ A < 100</td> </tr> <tr> <td>A-</td> <td>3.75</td> <td>80 ≤ A- < 85</td> </tr> <tr> <td>B+</td> <td>3.50</td> <td>75 ≤ B+ < 80</td> </tr> <tr> <td>B</td> <td>3.00</td> <td>70 ≤ B < 75</td> </tr> <tr> <td>B-</td> <td>2.75</td> <td>65 ≤ B- < 70</td> </tr> <tr> <td>C+</td> <td>2.50</td> <td>60 ≤ C+ < 65</td> </tr> <tr> <td>C</td> <td>2.00</td> <td>55 ≤ C < 60</td> </tr> <tr> <td>D</td> <td>1.00</td> <td>40 ≤ D < 55</td> </tr> <tr> <td>E</td> <td>0.00</td> <td>0 ≤ E < 40</td> </tr> </tbody> </table>	Letter	Scale	Interval	A	4.00	85 ≤ A < 100	A-	3.75	80 ≤ A- < 85	B+	3.50	75 ≤ B+ < 80	B	3.00	70 ≤ B < 75	B-	2.75	65 ≤ B- < 70	C+	2.50	60 ≤ C+ < 65	C	2.00	55 ≤ C < 60	D	1.00	40 ≤ D < 55	E	0.00	0 ≤ E < 40
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7	<p>This module/course is used in the following study programme/s as well</p> <p>None</p>
8	<p>Module Coordinator</p> <p>Retno Wulan Dari, M.Pd</p> <p>Dr. Oikurema Purwati, M.A., M.AppL.</p> <p>Nur Chakim, S.Pd., M.Pd.</p>
9	<p>References</p> <ol style="list-style-type: none"> 1. Cottrell, Stella. 2013. Critical thinking skills: Developing effective analysis and arguments. 4th edition. Hampshire: Palgrave MacMillan. 2. McWhorter Kathleen T. 2017. Guide to college reading. Boston: Pearson 3. Davies, Martin Davies & Barnett, Ronald. 2017. The Palgrave handbook of critical thinking in higher education. New York, NY: Palgrave Macmillan, Boston, Massachusetts: Credo Reference. 4. Journal articles from ELT Journal, TESOL Quarterly. 5. Online Newspaper articles: in The Guardian, The New York Times.