

## A. Lesson Plan and Course Assessment

		<b>UNIVERSITAS NEGERI SURABAYA</b> <b>FACULTY OF LANGUAGES AND ART</b> <b>ENGLISH LANGUAGE EDUCATION STUDY PROGRAM</b>				<b>Document Code</b>	
		<b>LESSON PLAN</b>					
Course		Course Code	Course Cluster	Credit (sks)		Semester	Compilation Date
Critical Reading		8820302036	Language	T=2	P=0	Odd (3 <sup>rd</sup> )	24 Sept 2022
AUTHORIZATION		Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme	
		Retno Wulan Dari, M.Pd		Retno Wulan Dari, M.Pd		Dr. Himmawan Adi Nugroho	
<b>Learning Outcomes (CP)</b>	<b>Programme Learning Outcomes (PLO)-Study Programme imposed on courses</b>						
	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					
	<b>Course Learning Outcomes (CLO)</b>						
	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;					
	<b>Lesson Learning Outcomes (LLO)</b>						
	LLO 1	Applying the flexibility of reading speed according to the reading text and purpose					
	LLO 2	Organizing reading notes using Cornell note-taking strategy					
	LLO 3	Paraphrasing using reporting verbs					
	LLO 4	Analysing the assumptions made by the author in an academic text					
	LLO 5	Evaluating the claims made by the author in an academic text					
LLO 6	Analysing the arguments in an academic text						
LLO 7	Applying CER framework to improves students' problem-solving skills						
LLO 8	Composing a five-part précis (rhetorical summary)						

<b>Brief description of the course</b>	This course is designed to provide students with opportunities to apply their mastery of a wide variety of critical reading strategies, including speed reading, marking and charting the text, note taking, finding underlying assumption (both stated and unstated), identifying argument and author position, justifying argument, summarizing and writing response of written academic texts at upper intermediate level using CER (claim, evidence and reasoning). It also gives the students chances to practice using targets vocabulary from the Academic Word List (AWL) level 5-8. The topics in this course include literacy, sociology, pedagogy, and many more. Along the course, students are involved in various activities designed to help them practice and improve their critical reading skills, including: responding to upper-intermediate academic texts by having individual presentation, class discussion, and composing summaries of written academic texts. Teaching-learning activities are conducted through lecturing, group work ( <b>project based activities</b> ), reflective thinking, and discussion.
<b>Study Materials: Learning Materials</b>	<ul style="list-style-type: none"> <li>• Speed Reading</li> <li>• Note-taking</li> <li>• Assumptions</li> <li>• Claims</li> <li>• Arguments</li> <li>• CER (Claims, Evidence &amp; Reasoning)</li> <li>• Rhetorical Summary</li> </ul>
<b>References</b>	<p><b>Main reference:</b></p> <p>Dari, R.W. &amp; Rahmawati, Eva. Critical Reading. 2019. Unpublished.</p> <p><b>Supplementary reading:</b></p> <ul style="list-style-type: none"> <li>• Cottrell, Stella. 2013. Critical thinking skills: Developing effective analysis and arguments. 4<sup>th</sup> edition. Hampshire: Palgrave MacMillan.</li> <li>• McWhorter Kathleen T. 2017. Guide to college reading. Boston: Pearson</li> <li>• Davies, Martin Davies &amp; Barnett, Ronald. 2017. The Palgrave handbook of critical thinking in higher education. New York, NY: Palgrave Macmillan, Boston, Massachusetts: Credo Reference.</li> <li>• Journal articles from ELT Journal, TESOL Quarterly.</li> <li>• Online Newspaper articles: in The Guardian, The New York Times.</li> </ul>
<b>Lecturer (s)</b>	<ol style="list-style-type: none"> <li>1. Retno Wulan Dari</li> <li>2. Eva Rahmawati</li> </ol>
<b>Course requirements</b>	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"> <li>To state the definition of critical reading and critical thinking</li> <li>To know the importance of critical reading</li> <li>To state the reading strategies needed for critical reading</li> </ul>	Reading passage: <a href="http://staff.washington.edu/jhmorse/121/criticalreading.doc">staff.washington.edu/jhmorse/121/criticalreading.doc</a>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>Reading passage</li> <li>Video clip from <a href="https://youtu.be/N39B0lhGyEc">https://youtu.be/N39B0lhGyEc</a>,</li> <li>ppt</li> </ul>	150'	<ul style="list-style-type: none"> <li>Reading the short passage <a href="http://staff.washington.edu/jhmorse/121/criticalreading.doc">staff.washington.edu/jhmorse/121/criticalreading.doc</a></li> <li>Watching from <a href="https://youtu.be/N39B0lhGyEc">https://youtu.be/N39B0lhGyEc</a>, ppt</li> <li>Discussing the importance of critical reading in higher education</li> <li>Listing the reading strategies needed for critical reading</li> </ul>
2	Applying the flexibility of reading speed according to the reading text and purpose	<ul style="list-style-type: none"> <li>To explain how speed reading helps to become a better reader</li> <li>To measure their reading speed</li> <li>To examine their reading progress</li> <li>To write a summary of the reading.</li> </ul>	<ul style="list-style-type: none"> <li>Unit one "Speed Reading"</li> <li>Video clip from <a href="https://youtu.be/N39B0lhGyEc">https://youtu.be/N39B0lhGyEc</a></li> <li>Reading &amp; vocabulary exercises in Unit 1</li> <li>Target words &amp; pre-reading act of Unit 2</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>Reading passage</li> <li>Video clip from <a href="https://youtu.be/N39B0lhGyEc">https://youtu.be/N39B0lhGyEc</a>,</li> <li>ppt</li> </ul>	150'	<ul style="list-style-type: none"> <li>Reading the passage: Speed Reading Learning to Read More Efficiently <a href="https://www.mindtools.com/speedrd.html">https://www.mindtools.com/speedrd.html</a></li> <li>Watching Video clip from <a href="https://youtu.be/N39B0lhGyEc">https://youtu.be/N39B0lhGyEc</a></li> <li>Discussing the reading comprehension &amp; analysis questions</li> <li>Measuring the students' reading speed</li> <li>Comparing &amp; discussing the students' reading speed</li> </ul>
3	Applying the flexibility of reading speed according to the reading text and purpose	<ul style="list-style-type: none"> <li>To write a summary of the reading.</li> <li>To take part in a discussion session pertaining the importance of reading speed</li> </ul>	<ul style="list-style-type: none"> <li>Unit one "Speed Reading"</li> <li>Video clip from <a href="https://youtu.be/N39B0lhGyEc">https://youtu.be/N39B0lhGyEc</a></li> <li>Reading &amp; vocabulary exercises in Unit 1</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>Reading passage</li> <li>Video clip from <a href="https://youtu.be/N39B0lhGyEc">https://youtu.be/N39B0lhGyEc</a>,</li> <li>Ppt</li> <li>gform</li> </ul>	150'	<ul style="list-style-type: none"> <li>Reviewing last week's material</li> <li>Comparing &amp; discussing the students' summary</li> <li>Discussing assigned topic</li> <li>Making a daily reading practice plan</li> <li>Students write their reflection on the teaching and learning process</li> <li>Discussing the reflective</li> </ul>

			● Target words & pre-reading act of Unit 2				journal
4	Organizing reading notes using Cornell note-taking strategy	<ul style="list-style-type: none"> <li>● To find specific information related to Cornell notes in the passage</li> <li>● To breakdown the parts of Cornell notes</li> <li>● To make notes using Cornell form</li> <li>● To write down key points, vocabulary, and important people in question form</li> <li>● To review the notes and pulling out the main ideas to create a summary</li> </ul>	<ul style="list-style-type: none"> <li>● Unit 2 “Note-Taking Skills”</li> <li>● Video clip from <a href="https://www.youtube.com/watch?v=E7CwqNHn_Ns">https://www.youtube.com/watch?v=E7CwqNHn_Ns</a></li> <li>● Reading &amp; vocabulary exercises in Unit 2</li> <li>● Target words &amp; pre-reading act of Unit 3</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>● Unit three “Note-Taking Skills”</li> <li>● Video clip from <a href="https://www.youtube.com/watch?v=E7CwqNHn_Ns">https://www.youtube.com/watch?v=E7CwqNHn_Ns</a></li> <li>● Ppt</li> <li>● gform</li> </ul>	150'	<ul style="list-style-type: none"> <li>● Classifying the target academic words from the passage based on the students’ familiarity of the words</li> <li>● Discussing questions in Unit 2</li> <li>● Preparing the notes using Cornell method</li> <li>● Making notes using Cornell form</li> <li>● Writing down key points, vocabulary, and important people in question form</li> <li>● Reviewing the notes and pulling out the main ideas to create a summary</li> <li>● Making a project (a digital poster related to note taking strategy)</li> <li>● Students form a group and do pre-communicative activities</li> <li>● Asking essential questions related the project</li> <li>● Designing project plan &amp; the timeline</li> </ul>
5	Paraphrasing using reporting verbs	<ul style="list-style-type: none"> <li>● To find specific information related to the author' in the passage</li> <li>● To classify reporting verbs based on their purposes</li> <li>● To identify the reporting verbs used in a sentence</li> <li>● To decide the proper reporting verbs used when paraphrasing sentence</li> <li>● To make use the target vocabulary from the reading passage</li> </ul>	<ul style="list-style-type: none"> <li>● Unit 2 “Note-Taking Skills”</li> <li>● Video clip from <a href="https://www.youtube.com/watch?v=E7CwqNHn_Ns">https://www.youtube.com/watch?v=E7CwqNHn_Ns</a></li> <li>● Reading &amp; vocabulary exercises in Unit 2</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>● Unit three “Note-Taking Skills”</li> <li>● Video clip from <a href="https://www.youtube.com/watch?v=E7CwqNHn_Ns">https://www.youtube.com/watch?v=E7CwqNHn_Ns</a></li> </ul>	150'	<ul style="list-style-type: none"> <li>● Reviewing last week’s material</li> <li>● Comparing &amp; discussing the students’ summary</li> <li>● Discussing the reporting verbs in the material</li> <li>● Doing exercise related to paraphrase</li> <li>● Doing vocabulary exercise in Unit 2</li> <li>● Finishing the project</li> <li>● Assessing the project results</li> <li>● Evaluating the project</li> </ul>

		<ul style="list-style-type: none"> <li>To take part in a discussion session related to Cornell note-taking strategy</li> </ul>	<ul style="list-style-type: none"> <li>Target words &amp; pre-reading act of Unit 3</li> </ul>		<ul style="list-style-type: none"> <li>Ppt</li> <li>gform</li> </ul>		<ul style="list-style-type: none"> <li>Students write their reflection on the teaching and learning process</li> <li>Discussing the reflective journal</li> </ul>
6	Analyzing the assumptions made by the author in an academic text	<ul style="list-style-type: none"> <li>To find specific information related to the author's assumption in the passage</li> <li>To identify the assumptions made by the author in an academic text</li> <li>To know the types of assumption made by the author in an academic text</li> <li>To analyze the assumptions based on their type</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 "Assuming The Best"</li> <li>Video clip from <a href="https://www.youtube.com/watch?v=tfM5-pY5YXs">https://www.youtube.com/watch?v=tfM5-pY5YXs</a></li> <li>Reading &amp; vocabulary exercises in Unit 3</li> <li>Target words &amp; pre-reading act of Unit 4</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>Unit four "Assuming The Best"</li> <li>Video clip from <a href="https://www.youtube.com/watch?v=tfM5-pY5YXs">https://www.youtube.com/watch?v=tfM5-pY5YXs</a></li> <li>PPT</li> <li>Gform</li> </ul>	150'	<ul style="list-style-type: none"> <li>Classifying the target academic words from the passage based on the students' familiarity of the words</li> <li>Discussing questions in Unit 3</li> <li>Listing information from the passage</li> <li>Working in pairs to identify the assumptions made by the author in an academic text</li> <li>Discussing the types of assumption made by the author in an academic text</li> <li>Working in a group to identify the author's major assumption</li> </ul>
7	Analyzing the assumptions made by the author in an academic text	<ul style="list-style-type: none"> <li>To identify the author's major assumption</li> <li>To make use the target vocabulary from the reading passage</li> <li>To take part in a discussion session related to assumptions</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 "Assuming The Best"</li> <li>Video clip from <a href="https://www.youtube.com/watch?v=tfM5-pY5YXs">https://www.youtube.com/watch?v=tfM5-pY5YXs</a></li> <li>Reading &amp; vocabulary exercises in Unit 3</li> <li>Target words &amp; pre-reading act of Unit 4</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>Unit four "Assuming The Best"</li> <li>Video clip from <a href="https://www.youtube.com/watch?v=tfM5-pY5YXs">https://www.youtube.com/watch?v=tfM5-pY5YXs</a></li> <li>PPT</li> <li>Gform</li> </ul>	150'	<ul style="list-style-type: none"> <li>Reviewing last week's material</li> <li>Working the exercise in unit 3</li> <li>Discussing the author's major assumption</li> <li>Doing vocabulary exercise in Unit 2</li> <li>Discussing assigned topic</li> <li>Students write their reflection on the teaching and learning process</li> <li>Discussing the reflective journal</li> </ul>
<b>8</b>	<b>MID TERM TEST</b>	<ul style="list-style-type: none"> <li><b>All above</b></li> </ul>				<b>100</b>	
9	Evaluating the claims made by the author in an academic text	<ul style="list-style-type: none"> <li>To find specific information related to the author's claims in the passage</li> <li>To analyze the claim made by</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4 "False Claims about Literacy Development"</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>Unit five "False Claims"</li> </ul>	150'	<ul style="list-style-type: none"> <li>Classifying the target academic words from the passage based on the</li> </ul>

		<p>the author</p> <ul style="list-style-type: none"> <li>• To classify claims based on the type</li> <li>• To justify the claims made by the author</li> <li>• To express agreement/disagreement towards a claim</li> </ul>	<ul style="list-style-type: none"> <li>• Video clip from <a href="https://www.youtube.com/watch?v=4S5g13O9KcE">https://www.youtube.com/watch?v=4S5g13O9KcE</a></li> <li>• Reading &amp; vocabulary exercises in Unit 4</li> <li>• Target words &amp; pre-reading act of Unit 5</li> </ul>		<p>about Literacy Development”</p> <ul style="list-style-type: none"> <li>• Video clip from <a href="https://www.youtube.com/watch?v=4S5g13O9KcE">https://www.youtube.com/watch?v=4S5g13O9KcE</a></li> <li>• PPT</li> <li>• Gform</li> </ul>		<p>students’ familiarity of the words</p> <ul style="list-style-type: none"> <li>• Discussing questions in Unit 4</li> <li>• Working in a group to List the claim and the contra claim made by the author in exercise unit 4</li> <li>• Identifying the type of each claims made by The National Reading Panel in the passage</li> <li>• Doing vocabulary exercise in Unit 4</li> <li>• Discussing assigned topic</li> </ul>
10	Analyzing the arguments in an academic text	<ul style="list-style-type: none"> <li>• To find specific information related to the author’s arguments in the passage</li> <li>• To breakdown the argument based on its components</li> <li>• To differentiate an argument and an explanation using indicator words</li> <li>• To express agreement/disagreement towards an argument</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5 “Argumentative Literacy: Reading, Writing, and Thinking for All”</li> <li>• Video clip from <a href="https://www.youtube.com/watch?v=pP8dWURrEF0">https://www.youtube.com/watch?v=pP8dWURrEF0</a></li> <li>• Reading &amp; vocabulary exercises in Unit 5</li> <li>• Target words &amp; pre-reading act of Unit 6</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>• Unit 5 “Argumentative Literacy: Reading, Writing, and Thinking for All”</li> <li>• Video clip from <a href="https://www.youtube.com/watch?v=pP8dWURrEF0">https://www.youtube.com/watch?v=pP8dWURrEF0</a></li> <li>• PPT</li> <li>• Gform</li> </ul>	150’	<ul style="list-style-type: none"> <li>• Classifying the target academic words from the passage based on the students’ familiarity of the words</li> <li>• Discussing questions in Unit 5</li> <li>• Listing information from the passage</li> <li>• Identifying the author’s arguments in the passage</li> <li>• Working in a pair/group to breakdown the components of an argument using indicators given</li> <li>• Doing exercise related to identifying arguments</li> <li>• Discussing the exercise</li> </ul>
11	Analyzing the arguments in an academic text	<ul style="list-style-type: none"> <li>• To describe the valid and sound argument</li> <li>• To justify validity and soundness of an argument</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5 “Argumentative Literacy: Reading, Writing, and</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>• Unit 5 “Argumentative Literacy: Reading,</li> </ul>	150’	<ul style="list-style-type: none"> <li>• Reviewing last week’s material</li> <li>• Working the exercise in unit 5</li> </ul>

		<ul style="list-style-type: none"> <li>To make use the target vocabulary from the reading passage</li> <li>To take part in a discussion session related to assumptions</li> </ul>	<p>Thinking for All”</p> <ul style="list-style-type: none"> <li>Video clip from <a href="https://www.youtube.com/watch?v=pP8dWURrEF0">https://www.youtube.com/watch?v=pP8dWURrEF0</a></li> <li>Reading &amp; vocabulary exercises in Unit 5</li> <li>Target words &amp; pre-reading act of Unit 7</li> </ul>		<p>Writing, and Thinking for All”</p> <ul style="list-style-type: none"> <li>Video clip from <a href="https://www.youtube.com/watch?v=pP8dWURrEF0">https://www.youtube.com/watch?v=pP8dWURrEF0</a></li> <li>PPT</li> <li>Gform</li> </ul>		<ul style="list-style-type: none"> <li>Discussing the characteristics of valid and sound argument</li> <li>Working in a pair/group to do exercise related to author’s arguments</li> <li>Doing vocabulary exercise in Unit 5</li> <li>Discussing assigned topic</li> <li>Students write their reflection on the teaching and learning process</li> <li>Discussing the reflective journal</li> </ul>
12	Applying CER framework to improves students’ problem solving skills	<ul style="list-style-type: none"> <li>To find specific information related to CER framework in the passage</li> <li>to identify a claim related to a question</li> <li>to giving evidence to supports the claim</li> <li>to elaborate reasoning that explains why evidence supports a particular claim</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7 “Research Says / Evidence on Flipped Classrooms Is Still Coming In”</li> <li>Video clip from <a href="https://www.youtube.com/watch?v=faSAI0Anf9E">https://www.youtube.com/watch?v=faSAI0Anf9E</a></li> <li>Reading &amp; vocabulary exercises in Unit 7</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>Unit seven “Research Says / Evidence on Flipped Classrooms Is Still Coming In”</li> <li>Video clip from <a href="https://www.youtube.com/watch?v=faSAI0Anf9E">https://www.youtube.com/watch?v=faSAI0Anf9E</a></li> <li>PPT</li> <li>Gform</li> </ul>	150’	<ul style="list-style-type: none"> <li>Classifying the target academic words from the passage based on the students’ familiarity of the words</li> <li>Discussing the passage</li> <li>Discussing questions in Unit 6</li> <li>Listing information from the passage</li> <li>Proposing a claim</li> <li>Providing some evidence</li> <li>Giving effective reasoning that explains why evidence supports a particular claim</li> <li>Discussing the exercise</li> </ul>
13	Applying CER framework to improves students’ problem solving skills	<ul style="list-style-type: none"> <li>To identify the author’s major assumption</li> <li>To make use the target vocabulary from the reading passage</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7 “Research Says / Evidence on Flipped Classrooms Is</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>Unit 7 “Research Says / Evidence on Flipped</li> </ul>	150’	<ul style="list-style-type: none"> <li>Reviewing last week’s material</li> <li>Doing vocabulary exercise in Unit 6</li> </ul>

		<ul style="list-style-type: none"> <li>To take part in a discussion session related to assumptions</li> <li>To compose a short essay using CER framework</li> </ul>	<p>Still Coming In”</p> <ul style="list-style-type: none"> <li>Video clip from <a href="https://www.youtube.com/watch?v=faSAI0Anf9E">https://www.youtube.com/watch?v=faSAI0Anf9E</a></li> <li>Reading &amp; vocabulary exercises in Unit 6</li> <li>Target words &amp; pre-reading act of Unit 8</li> </ul>		<p>Classrooms Is Still Coming In”</p> <ul style="list-style-type: none"> <li>Video clip from <a href="https://www.youtube.com/watch?v=faSAI0Anf9E">https://www.youtube.com/watch?v=faSAI0Anf9E</a></li> <li>PPT</li> <li>Gform</li> </ul>		<ul style="list-style-type: none"> <li>Working individually to Compose a short essay using CER framework</li> <li>Discussing assigned topic</li> <li>Students write their reflection on the teaching and learning process</li> <li>Discussing the reflective journal</li> </ul>
14	Composing a five-part <i>précis</i> (rhetorical summary)	<ul style="list-style-type: none"> <li>To find specific information related to CER framework in the passage</li> <li>To use the precis template in composing summary</li> <li>To analyze and evaluate the major claim</li> <li>To analyze how the author develops and supports the major claim</li> <li>To identify the author's purpose</li> <li>To analyze and evaluate of the intended audience and/or the relationship the author establishes with the audience</li> </ul>	<ul style="list-style-type: none"> <li>Unit 8 “The Effect of Summary Writing as a Critical Reading Strategy on Reading Comprehension of Iranian EFL Learners”</li> <li>video clip from <a href="https://www.youtube.com/watch?v=5KKnLuRPsvU">https://www.youtube.com/watch?v=5KKnLuRPsvU</a></li> <li>Reading &amp; vocabulary exercises in Unit 7</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>Unit 8 “The Effect of Summary Writing as a Critical Reading Strategy on Reading Comprehension of Iranian EFL Learners”</li> <li>video clip from <a href="https://www.youtube.com/watch?v=5KKnLuRPsvU">https://www.youtube.com/watch?v=5KKnLuRPsvU</a></li> <li>Reading &amp; vocabulary</li> </ul>	150’	<ul style="list-style-type: none"> <li>Breaking down the components of a five-part <i>précis</i> (rhetorical summary)</li> <li>Analyzing and evaluating the major claim</li> <li>Analyzing how the author develops and supports the major claim</li> <li>Identifying the author's purpose</li> <li>Analyzing and evaluating of the intended audience</li> </ul>



					exercises in Unit 7		
15	Composing a five-part <i>précis</i> (rhetorical summary)	<ul style="list-style-type: none"> <li>To make use the target vocabulary from the reading passage</li> <li>To take part in a discussion session related to five-part precise</li> <li>To compose a short summary using precise template</li> </ul>	<ul style="list-style-type: none"> <li>Unit 8 “The Effect of Summary Writing as a Critical Reading Strategy on Reading Comprehension of Iranian EFL Learners”</li> <li>video clip from <a href="https://www.youtube.com/watch?v=5KKnLuRPsvU">https://www.youtube.com/watch?v=5KKnLuRPsvU</a></li> <li>Reading &amp; vocabulary exercises in Unit 7</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>Unit 8 “The Effect of Summary Writing as a Critical Reading Strategy on Reading Comprehension of Iranian EFL Learners”</li> <li>video clip from <a href="https://www.youtube.com/watch?v=5KKnLuRPsvU">https://www.youtube.com/watch?v=5KKnLuRPsvU</a></li> </ul> Reading & vocabulary exercises in Unit 7	150’	<ul style="list-style-type: none"> <li>Reviewing last week’s material</li> <li>Doing vocabulary exercise in Unit 7</li> <li>Working individually to Compose a short summary using precise template</li> <li>Students write their reflection on the teaching and learning process</li> <li>Discussing the reflective journal</li> </ul>
16	<b>FINAL TERM TEST</b>						<b>100</b>

## 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"> <li>1. In what order does the article discuss the three areas of learning?</li> <li>2. How does the author think schools should look?</li> <li>3. What, according to the author, is a condition for "the best intellectual learning"?</li> <li>4. What are some of the problems in the field of education today?</li> <li>5. Explain this quote in the context of paragraph 2: "Diversity and globalization have blurred cultural barriers."</li> <li>6. What do the examples of Harper's, The New York Times and the Internet demonstrate?</li> <li>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.</li> <li>8. What is the aim of the article?</li> </ol>	@8	64%
Analyzing the assumptions made by the author in an academic text	Written (Short essay)	<ol style="list-style-type: none"> <li>9. What is the author's major assumption of this topic? What kind of assumption is it?</li> </ol>	@8	8%
Responding a text in form of essay	Written (Essay)	<ol style="list-style-type: none"> <li>10. Choose <b>one</b> of these questions and answer it in form of a short essay (not more than 150 words).               <ol style="list-style-type: none"> <li>A. In your opinion what are the most important subjects to teach in elementary school and in high school?</li> <li>B. Do you think that students are prepared for life when they finish high school?</li> <li>C. If you could add more subjects to the school curriculum, what would you add? Why?</li> <li>D. Would you recommend not teaching any particular subject? Which one? Why?</li> </ol> </li> </ol> <p>➤ <b>Note:</b>  <b>For the essay, the more you use the words from the Academic Word List (AWL), the higher the score you will get.</b></p>	@28	28%

## Final-Term Test

Indicators	Assessment																					
	Forms	Items	Rubric/ scoring																			
<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 <i>précis</i> 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:  <a href="https://www.google.co.id/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=5&amp;cad=rja&amp;uac=t=8&amp;ved=0ahUKewjG_7LQ2IfUAhXEipQKHbaaDxYQFghlMAQ&amp;url=http%3A%2F%2Fwww.ijern.com%2Fjournal%2F2015%2FMay-2015%2F31.pdf&amp;usg=AFQjCNGnQH2GdEzUh9l_nyEeDEDj_ouc0Q">https://www.google.co.id/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=5&amp;cad=rja&amp;uac=t=8&amp;ved=0ahUKewjG_7LQ2IfUAhXEipQKHbaaDxYQFghlMAQ&amp;url=http%3A%2F%2Fwww.ijern.com%2Fjournal%2F2015%2FMay-2015%2F31.pdf&amp;usg=AFQjCNGnQH2GdEzUh9l_nyEeDEDj_ouc0Q</a></p> <p>In your <i>précis</i> you are to address the following:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Sentence two : An explanation of how the author develops and supports the thesis.</li> <li>3. Sentence three : A statement of the author’s apparent purpose, followed by an “in order to” phrase.</li> <li>4. Sentence four : A description of the intended audience and/or the relationship the author establishes with the audience.</li> </ol> <p>Here are a few things to keep in mind:</p> <ul style="list-style-type: none"> <li>• Write in text, not bullet points.</li> <li>• The <i>précis</i> should be precise but not overly technical.</li> <li>• Grades will be based on how accurately and effectively you convey the information.</li> <li>• Grammar counts.</li> <li>• The <i>précis</i> should be in A4 pages, double spaced, 11-point type, and one inch margins.</li> </ul>	@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 <b>outline</b>. Support your answer (claim) using logical reasoning and <b>three</b> relevant evidences from the article. Your essay should follow the outline bellow (50 Points) :</p> <p style="text-align: center;"><u>Title of Your Essay</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Paragraph 1</td> <td style="width: 40%;">Introduction (Hook, Opening topic, thesis, evidence, facts)</td> <td style="width: 45%;"></td> </tr> <tr> <td>Paragraph 2</td> <td>Logical Reasoning</td> <td></td> </tr> <tr> <td>Paragraph 3</td> <td>Supporting Evidence</td> <td></td> </tr> <tr> <td>Paragraph 4</td> <td>Logical Reasoning</td> <td></td> </tr> <tr> <td>Paragraph 5</td> <td>Supporting Evidence</td> <td></td> </tr> <tr> <td>Paragraph 6</td> <td>Conclusion (Restatement of thesis, final thought)</td> <td></td> </tr> </table>	Paragraph 1	Introduction (Hook, Opening topic, thesis, evidence, facts)		Paragraph 2	Logical Reasoning		Paragraph 3	Supporting Evidence		Paragraph 4	Logical Reasoning		Paragraph 5	Supporting Evidence		Paragraph 6	Conclusion (Restatement of thesis, final thought)		@50	50%
Paragraph 1	Introduction (Hook, Opening topic, thesis, evidence, facts)																					
Paragraph 2	Logical Reasoning																					
Paragraph 3	Supporting Evidence																					
Paragraph 4	Logical Reasoning																					
Paragraph 5	Supporting Evidence																					
Paragraph 6	Conclusion (Restatement of thesis, final thought)																					

## 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
<b>Excellent Summary</b> 76-100	<ul style="list-style-type: none"> <li>• The main idea is clearly stated in the first sentence.</li> <li>• All key details are included.</li> <li>• Uses own wording - avoids copying phrases and sentences from the text.</li> <li>• Has detailed sentences that link to main idea in logical order.</li> <li>• No spelling or grammar errors.</li> <li>• Correctly written works cited section.</li> </ul>
<b>Satisfactory Summary</b> 51-75	<ul style="list-style-type: none"> <li>• The main idea is stated in the first sentence.</li> <li>• Most important details are included.</li> <li>• Uses mostly original language. Avoids copying phrases and sentences.</li> <li>• Detail sentences are logically linked.</li> <li>• Few mechanical errors.</li> <li>• Correctly written works cited section.</li> </ul>
<b>Below Average Summary</b>	<ul style="list-style-type: none"> <li>• The main idea is vague and hard to locate.</li> <li>• Some important details may be missing.</li> <li>• Copies some phrases and sentences.</li> </ul>

<b>26-50</b>	<ul style="list-style-type: none"> <li>• Detail sentences lack logical organization.</li> <li>• Has mechanical errors.</li> <li>• Incorrectly written works cited section.</li> </ul>
<b>Ineffective Summary 0-25</b>	<ul style="list-style-type: none"> <li>• The main idea is unclear.</li> <li>• Details are sketchy.</li> <li>• Disorganized details, randomly presented.</li> <li>• Many copied phrases and sentences.</li> <li>• Many mechanical errors.</li> <li>• Incorrect, incomplete or absent works cited section.</li> </ul>

## 2. Precis Rubric

### Rhetorical Précis Rubric

Criterion	Exceptional Mastery	Adequate Mastery	Approaching Mastery	Inadequate Mastery
<b>Author, genre, title</b>	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
<b>Rhetorically accurate verb and author's main claim</b>	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.
<b>Support</b>	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.
<b>Purpose</b>	Purpose tightly connects to the claim.	Purpose is generic or mimics the claim.	Purpose does not connect to the claim.	Purpose is entirely inaccurate.
<b>Audience</b>	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:

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

### Scoring Conversion

<b>Scoring Interval (out of 100)</b>	<b>Point</b>	<b>Grade</b>
$85 \leq NA \leq 100$	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 MID TERM EXAM



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](mailto:fbs@unesa.ac.id).

### UJIAN TENGAH SEMESTER GASAL 2022/2023

MATA KULIAH	: Critical Reading
KODE MATA KULIAH	: 8820302036
JUMLAH SKS	: 2 SKS
PRODI/ ANGKATAN	: Pendidikan Bahasa Inggris/ 2021 ABCD
HARI/TANGGAL	: Jum'at / 4 Nopember 2022
ALOKASI WAKTU	: 12 Jam
DOSEN	: Tim Pengampu Matkul Critical Reading

Go to [www.ascd.org/ASCD/pdf/journals/ed\\_lead/el200110\\_shaker.pdf](http://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.**

## APPENDIX 3 FINAL TERM EXAM



**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](mailto:fbs@unesa.ac.id)

### UJIAN AKHIR SEMESTER GASAL 2021/2022

MATA KULIAH	: Critical Reading
KODE MATA KULIAH	: 8820302036
JUMLAH SKS	: 2 SKS
PRODI/ ANGKATAN	: Pend. Bahasa Inggris 2021 ABCD
HARI/TANGGAL	: Kamis, 22 Desember 2022
ALOKASI WAKTU	: 12 Jam
DOSEN	: Tim Pengampu Matkul 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&uact=8&ved=0ahUKEwjG\\_7LQ2ifUAhXEipQKHbaaDxYQFzhlMAQ&url=http%3A%2F%2Fwww.ijern.com%2Fjournal%2F2015%2FMay-2015%2F31.pdf&usq=AFOiCNGnQH2GdEzUh9l\\_nvEeDEDj\\_ouc0Q](https://www.google.co.id/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&cad=rja&uact=8&ved=0ahUKEwjG_7LQ2ifUAhXEipQKHbaaDxYQFzhlMAQ&url=http%3A%2F%2Fwww.ijern.com%2Fjournal%2F2015%2FMay-2015%2F31.pdf&usq=AFOiCNGnQH2GdEzUh9l_nvEeDEDj_ouc0Q)

7 In your précis you are to address the following:

- 1) Sentence one : Name of author, genre, and title of work, date in parentheses; a rhetorically active verb; and a THAT clause containing the major assertion or thesis in the text.
- 2) Sentence two : An explanation of how the author develops and supports the thesis.
- 3) Sentence three : A statement of the authors 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.

7 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



## APPENDIX 4 STUDENT'S REFLECTIVE PRACTICE

### STUDENT'S REFLECTIVE PRACTICE (Meeting 14-15)

Student's Name/NIM : MARIA ALBERTA PUTRI KURNIAWATY\_21020084008

Course : Critical Reading

Lecturer : Retno Wulan Dauli

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	We read a journal article, learn to make rhetorical/academic summary with the template for the book, and learn to use Turnitin.
Action	<ul style="list-style-type: none"> <li>• What did I do?</li> <li>• Why did I choose this action?</li> <li>• What else happened (other actions)?</li> <li>• What other actions could I have chosen? (Not necessarily giving you the same result)</li> </ul>	<ul style="list-style-type: none"> <li>- Learn about 4 parts of summary and where to find it in the article</li> <li>- Using the table to complete the template</li> <li>- Breakdown the summary</li> <li>- Make the summary, both in a group and individually</li> <li>- Upload the work to Turnitin to get similarity report.</li> <li>- Discuss the result</li> </ul>
Results	<ul style="list-style-type: none"> <li>• Did I accomplish what I wanted?</li> <li>• Did my actions accomplish what I wanted in the way I expected?</li> <li>• What are the implications of my actions on myself/others/similar situations in the future?</li> <li>• Could different actions have given me the same result?</li> <li>• Is there a way I could improve my results or actions?</li> </ul>	<ul style="list-style-type: none"> <li>• I can write the 4 parts of the summary, but the 2<sup>nd</sup> and the 3<sup>rd</sup> part are still difficult.</li> <li>• I can read the article but sometimes I find reading long article is very difficult.</li> <li>• I can use the Turnitin effectively.</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• What did I learn from the experience?</li> <li>• Would I do the same thing again or would I change something?</li> <li>• What should I do next time I am in a similar experience?</li> <li>• Should I change anything about the way I do things? What?</li> </ul>	<ul style="list-style-type: none"> <li>- I need to learn more on how to paraphrase effectively</li> <li>- I should start learning on how to read a longer passage such as journal article</li> <li>- Making rhetorical summary will help us to read article</li> </ul>