

Module/Course Handbook

Extensive Reading					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8820303080	119	4.77 ECTS	Odd	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 25 students	
2	Prerequisites for participation (if applicable) None				
3	Learning outcomes PLO 1. Demonstrate speaking and writing competence at the level of B2 CEFR CLO Students are able to: 1. Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend non-fictional texts at upper-intermediate level and use appropriate sources in academic writing 2. Utilize library sources and apply logical, critical, systematic, and innovative thinking to respond upper intermediate reading passages and understand the constitution of plagiarism 3. Apply knowledge and skills needed to use reading sources appropriately in academic research, evaluate information found in scholarly articles based on accuracy, validity, appropriateness for needs, importance, and social and cultural context 4. Making use of learning sources and IT to use search engines effectively, evaluate information found in primary and secondary sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context and produce an annotated bibliography independently.				
4	Subject aims/Content This course is designed to help students demonstrate the ways critical reading and critical writing function together in the process of the research. It aims to				

	<p>develop and hone the skills of the critical reader: identifying and interpreting different genres; contextualizing primary texts within their contexts (cultural, historical, social, political); and analyzing primary texts through a wide range of secondary sources - contextual, critical and theoretical. The topics in this course main focus on EFL current issues. Along the course, students are involved in various activities designed to help them practice and improve their research skills and produce an annotated bibliography independently based on their proposed topic. All teaching-learning activities are conducted through lecturing, workshop, discussion, and question-answer.</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"> <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, S.Pd., M.Pd.</p> <p>Eva Rahmawati, S.Pd., M.Pd.</p>
9	<ol style="list-style-type: none"> 1. Yeong, Foong May. 2014. How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members). World Scientific 2. Fink, Arlene G. Fink. 2009. Conducting Research Literature Reviews: From the Internet to Paper. Sage Publishing. 3. Galvan, Jose L. and Galvan, Melisa C. 2017. Writing Literature Reviews; A Guide for Students of the Social and Behavioral Sciences. 7th Edition. New York; Routledge 4. Hart, Chris. 2018. Doing a Literature Review: Releasing the Research Imagination (SAGE Study Skills Series). 2nd edition. Sage Publishing. 5. _____. Aug 3, 2017. The Literature Review - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California. Retrieved from: http://libguides 6. Dane, Francis. 2010. Evaluating Research: Methodology for People Who Need to Read Research. SAGE Publications Ltd 7. Yudkin, Ben. 2006. Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine. Canada: Routledge 8. Journal articles from ELT Journal, TESOL Quarterly. 9. Online Newspaper articles: in The Guardian, The New York Times.