


## A. Lesson Plan and Course Assessment

 <b>UNESA</b> <small>Universitas Negeri Surabaya</small>		<b>Universitas Negeri Surabaya</b> <b>Faculty of Languages and Arts</b> <b>English Language Education Study</b> <b>Program</b>				<b>Document Code</b>
<b>Lesson Plan</b>						
<b>COURSE</b>		<b>Code</b>	<b>Cluster</b>	<b>Credits</b>	<b>Semester</b>	<b>Compilation Date</b>
READING FOR RESEARCH		8820303080	Languages	3	Odd	2020
<b>AUTHORIZATION</b>		<b>Lesson Plan Developer</b>		<b>Coordinator</b>		<b>Head of Study Program</b>
		Retno Wulan Dari, M.Pd		Retno Wulan Dari, M.Pd		<b>Ririn Pusparini</b>
<b>Program Learning Outcome (PLO)</b>	<b>Programme Learning Outcomes (PLO)</b>					
	PLO	1. Demonstrate speaking and writing competence at the level of B2 CEFR				
	<b>Course Learning Outcome (CLO)</b>					
	CLO1	Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend non-fictional texts at upper-intermediate level and use appropriate sources in academic writing				
	CLO2	Utilize library sources and apply logical, critical, systematic, and innovative thinking to respond upper intermediate reading passages and understand the constitution of plagiarism				
	CLO3	Apply knowledge and skills needed to use reading sources appropriately in academic research, evaluate information found in scholarly articles based on accuracy, validity, appropriateness for needs, importance, and social and cultural context				
	CLO4	Making use of learning sources and IT to use search engines effectively, evaluate information found in primary and secondary sources based on accuracy, validity, appropriateness for needs, importance, and social and cultural context and produce an annotated bibliography independently.				
	<b>Lesson Learning Outcomes (LLO)</b>					
	LLO 1	Understanding the types of Literature Sources and the types of Journals & Paper				
	LLO 2	Finding and selecting appropriate source material from both print and electronic environments				
LLO 3	Managing and using Sources					

	LLO 4	Doing initial appraisal and analyzing the organization of research article
	LLO 5	Analyzing research gap & research fill
	LLO 6	Comparing & Contrasting Journal Article
	LLO 7	Creating 5 Part-Precis
	LLO 8	Composing annotated bibliography
<b>Course Description</b>	<p><b>Subject aims/Content</b>  This course is designed to help students demonstrate the ways critical reading and critical writing function together in the process of the research. It aims to develop and hone the skills of the critical reader: identifying and interpreting different genres; contextualizing primary texts within their contexts (cultural, historical, social, political); and analyzing primary texts through a wide range of secondary sources - contextual, critical and theoretical. The topics in this course main focus on EFL current issues. Along the course, students are involved in various activities designed to help them practice and improve their research skills and produce an annotated bibliography independently based on their proposed topic. All teaching-learning activities are conducted through lecturing, workshop, discussion, question-answer, and reflective thinking activity.</p>	
<b>Learning Materials/ Topics</b>	<ul style="list-style-type: none"> <li>▪ Types of Literature Sources</li> <li>▪ Types of Journals &amp; Paper</li> <li>▪ Utilizing IT to find sources</li> <li>▪ AIMRAD</li> <li>▪ Research gap &amp; research fill</li> <li>▪ Comparing &amp; Contrasting Journal Articles</li> <li>▪ 5 Part-Precis</li> <li>▪ Annotated bibliography</li> </ul>	
<b>References</b>	<b>Primary</b>	<ol style="list-style-type: none"> <li>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</li> <li>2. Fink, Arlene G. Fink. 2019. Conducting Research Literature Reviews: From the Internet to Paper. Sage Publishing.</li> </ol>
	<b>Supplementary</b>	<ol style="list-style-type: none"> <li>3. Brosur Panduan Evaluasi Informasi Dan Sumber Referensi Bagi Mahasiswa Prodi Pendidikan Bahasa Inggris Universitas Negeri Surabaya</li> <li>4. 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</li> <li>5. Hart, Chris. 2018. Doing a Literature Review: Releasing the Research Imagination (SAGE Study Skills Series). 2<sup>nd</sup> edition. Sage Publishing.</li> <li>6. _____. Aug 3, 2017. The Literature Review - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California. Retrieved from: <a href="http://libguides">http://libguides</a></li> </ol>

	<p>7. Dane, Francis. 2010. Evaluating Research: Methodology for People Who Need to Read Research. SAGE Publications Ltd</p> <p>8. Yudkin, Ben. 2006. Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine. Canada: Routledge</p> <p>9. Journal articles from ELT Journal, TESOL Quarterly.</p>
<b>Lecturer(s)</b>	Retno Wulan Dari, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd.
<b>Prerequisite</b>	N/A

Meet	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
1	Understanding the types of Literature Sources and the types of Journals & Paper	<ul style="list-style-type: none"> <li>To mention the types of Literature Sources</li> <li>To give example each type of Literature Sources</li> <li>To mention the types of Journals &amp; Paper</li> <li>To state the difference and similarity of each type of Journals &amp; Paper</li> </ul>	<ul style="list-style-type: none"> <li>Types of Literature Sources</li> <li>Types of Journals &amp; Paper</li> <li>Research Topic</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>5, 8, 9</li> <li>ppt</li> </ul>	150'	<ul style="list-style-type: none"> <li>Discussing the types of Literature Sources and the types of Journals &amp; Paper</li> <li>Working in a small group to find example each type of Literature Sources and the types of Journals &amp; Paper</li> <li>Analyzing some article based on the types of Journals &amp; Paper</li> </ul>
2	Finding and selecting appropriate source material from both print and electronic environments	<ul style="list-style-type: none"> <li>To use Digilib Sources, Google Scholar, Academia, Researchgate, and Libgen in finding appropriate source material</li> <li>To define the quality of source material using google index, Sinta and Scimago</li> </ul>	Workshop on: Google Scholar, Scimago, Academia, Researchgate, Scihub, Libgen, Sinta and Scimago	Workshop, Question-Answer, Discussion	<ul style="list-style-type: none"> <li>2, 8, 9</li> <li>ppt</li> </ul>	150'	<ul style="list-style-type: none"> <li>Attending workshop</li> <li>Accessing Digilib Sources, Google Scholar, Academia, Researchgate, Libgen, Sinta and Scimago</li> <li>Finding and selecting appropriate source material using said websites</li> <li>Discussing the importance of said websites in writing process</li> </ul>
3	Managing and using Sources	<ul style="list-style-type: none"> <li>To use Mendeley in managing reference</li> <li>To manage referencing system using Mendeley</li> </ul>	<ul style="list-style-type: none"> <li>Workshop on: Mendeley &amp; Turnitin</li> <li>Brosur Panduan</li> </ul>	Workshop, Question-Answer, Discussion	<ul style="list-style-type: none"> <li>2, 3, 5, 8</li> <li>ppt</li> </ul>	150'	<ul style="list-style-type: none"> <li>Attending workshop</li> <li>Accessing Mendeley &amp; Turnitin</li> <li>Managing and using source</li> </ul>

Meet	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
		<ul style="list-style-type: none"> <li>To use paraphrase, summarize and synthesize strategy in avoiding plagiarism</li> <li>To use Turnitin in checking similarity and plagiarism</li> </ul>	Evaluasi Informasi Dan Sumber Referensi Bagi Mahasiswa Prodi Pendidikan Bahasa Inggris Universitas Negeri Surabaya				<ul style="list-style-type: none"> <li>material using said websites</li> <li>Discussing the importance of said websites in writing process</li> </ul>
4	Doing initial appraisal and analyzing the organization of research article	<ul style="list-style-type: none"> <li>To appraise a research article based on the Author, Date of Publication, Edition or Revision, Publisher and Title of Journal</li> <li>To use checklist as a guidance in initial appraisal</li> <li>To mention the parts of Research Article Structure (AIMRAD)</li> <li>To dissect articles based on AIMRAD</li> </ul>	<ul style="list-style-type: none"> <li>CRAAP checklist</li> <li>AIMRAD</li> <li>Brosur Panduan Evaluasi Informasi Dan Sumber Referensi Bagi Mahasiswa Prodi Pendidikan Bahasa Inggris Universitas Negeri Surabaya</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>1, 6, 7, 8</li> <li>PPT</li> </ul>	150'x2	<ul style="list-style-type: none"> <li>Discussing the importance of doing initial appraisal</li> <li>Working in small group, checking the Author, Date of Publication, Edition or Revision, Publisher and Title of a Journal</li> <li>Using checklist as a guidance in initial appraisal</li> <li>Dissecting an article based on AIMRAD</li> <li>Students write their reflection on the teaching and learning process</li> <li>Discussing the reflective journal</li> </ul>
5	Doing initial appraisal and analyzing the organization of research article	<ul style="list-style-type: none"> <li>To appraise a research article based on the Author, Date of Publication, Edition or Revision, Publisher and Title of Journal</li> <li>To use checklist as a guidance in initial appraisal</li> <li>To mention the parts of Research Article Structure (AIMRAD)</li> <li>To dissect articles based on AIMRAD</li> </ul>	<ul style="list-style-type: none"> <li>CRAAP checklist</li> <li>AIMRAD</li> <li>Brosur Panduan Evaluasi Informasi Dan Sumber Referensi Bagi Mahasiswa Prodi Pendidikan Bahasa Inggris Universitas Negeri Surabaya</li> </ul>	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>1, 6, 7, 8</li> <li>PPT</li> </ul>	150'x2	<ul style="list-style-type: none"> <li>Discussing the importance of doing initial appraisal</li> <li>Working in small group, checking the Author, Date of Publication, Edition or Revision, Publisher and Title of a Journal</li> <li>Using checklist as a guidance in initial appraisal</li> <li>Dissecting an article based on AIMRAD</li> </ul>

Meet	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
6	Analyzing research gap & research fill	<ul style="list-style-type: none"> <li>To explain the characteristics of research gap &amp; research fill</li> <li>To identify the research gap &amp; research fill by using cue words</li> <li>To formulate research gap &amp; research fill</li> </ul>	Research gap & research fill	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>1, 7, 8</li> <li>ppt</li> </ul>	150'x2	<ul style="list-style-type: none"> <li>Brainstorming the definition of research gap &amp; research fill</li> <li>Discussing the cue words to identify research gap &amp; research fill</li> <li>Doing exercise related to research gap &amp; research fill</li> <li>Formulating research gap &amp; research fill for future work</li> </ul>
7	Analyzing research gap & research fill	<ul style="list-style-type: none"> <li>To explain the characteristics of research gap &amp; research fill</li> <li>To identify the research gap &amp; research fill by using cue words</li> <li>To formulate research gap &amp; research fill</li> </ul>	Research gap & research fill	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>1, 7, 8</li> <li>ppt</li> </ul>	150'x2	<ul style="list-style-type: none"> <li>Brainstorming the definition of research gap &amp; research fill</li> <li>Discussing the cue words to identify research gap &amp; research fill</li> <li>Doing exercise related to research gap &amp; research fill</li> <li>Formulating research gap &amp; research fill for future work</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>150'</b>	
9	Comparing & Contrasting Journal Article	<ul style="list-style-type: none"> <li>To discuss the similarities and differences between two or more articles within the same focus</li> <li>To compare &amp; contrast journals articles to learner's paper</li> <li>To review the research gap &amp; research fill made in meeting 7</li> </ul>	Comparing & Contrasting Journal Articles with the same topic/focus	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>1, 6, 7, 8</li> <li>ppt</li> </ul>	150'x2	<ul style="list-style-type: none"> <li>Working in a small group, trying to find articles with the same topic/focus</li> <li>Discussing the similarities and differences between two or more articles within the same focus</li> <li>Presenting the result of the discussion</li> <li>Analyzing the similarities and differences between the</li> </ul>

Meet	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
							articles used in reference and the learner's paper
10	Comparing & Contrasting Journal Article	<ul style="list-style-type: none"> <li>To discuss the similarities and differences between two or more articles within the same focus</li> <li>To compare &amp; contrast journal articles to learner's paper</li> <li>To review the research gap &amp; research fill made in meeting 7</li> </ul>	Comparing & Contrasting Journal Articles with the same topic/focus	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>1, 6, 7, 8</li> <li>ppt</li> </ul>	150'x2	<ul style="list-style-type: none"> <li>Working in a small group, trying to find articles with the same topic/focus</li> <li>Discussing the similarities and differences between two or more articles within the same focus</li> <li>Presenting the result of the discussion</li> <li>Analyzing the similarities and differences between the articles used in reference and the learner's paper</li> <li>Students write their reflection on the teaching and learning process</li> <li>Discussing the reflective journal</li> </ul>
11	Creating 5 Part-Precis	<ul style="list-style-type: none"> <li>To explain the difference between precis and summary</li> <li>To mention the parts of precis and the cue words for each part</li> <li>To compose 5 Part-Precis</li> </ul>	5 Part-Precis	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>1, 8</li> <li>ppt</li> </ul>	150'x2	<ul style="list-style-type: none"> <li>In small groups, learners discuss the difference between precis and summary</li> <li>Identifying the parts of precis</li> <li>Listing the cue words for each part of precise</li> <li>Summarizing a research article using 5 Part-Precis template</li> <li>Checking the similarity using Turnitin</li> </ul>
12	Creating 5 Part-Precis	<ul style="list-style-type: none"> <li>To explain the difference between precis and summary</li> <li>To mention the parts of precis and the cue words for each part</li> </ul>	5 Part-Precis	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>1, 8</li> <li>ppt</li> </ul>	150'x2	<ul style="list-style-type: none"> <li>In small groups, learners discuss the difference between precis and summary</li> <li>Identifying the parts of precis</li> <li>Listing the cue words for each part of precise</li> </ul>

Meet	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
		<ul style="list-style-type: none"> <li>To compose 5 Part-Precis</li> </ul>					<ul style="list-style-type: none"> <li>Summarizing a research article using 5 Part-Precis template</li> <li>Checking the similarity using Turnitin</li> <li>Students write their reflection on the teaching and learning process</li> <li>Discussing the reflective journal</li> </ul>
13	Composing annotated bibliography	<ul style="list-style-type: none"> <li>To discuss the importance of annotated bib</li> <li>To mention the parts of ann.bib</li> <li>To explain the 2 types of ann.bib; Informative &amp; combination</li> <li>To compose annotated bibliography</li> </ul>	Informative & combination annotated bibliography	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>3, 4, 5</li> <li>ppt</li> </ul>	150'x3	<ul style="list-style-type: none"> <li>Discussing the importance of ann.bib</li> <li>In small groups, learners discuss the difference between Informative &amp; combination annotated bibliography</li> <li>Identifying the parts of ann.bib</li> <li>Drafting annotated bibliography</li> <li>Reviewing annotated bibliography</li> <li>Editing annotated bibliography</li> <li>Proof reading annotated bibliography</li> <li>Checking the similarity using Turnitin</li> </ul>
14	Composing annotated bibliography	<ul style="list-style-type: none"> <li>To discuss the importance of annotated bib</li> <li>To mention the parts of ann.bib</li> <li>To explain the 2 types of ann.bib; Informative &amp; combination</li> </ul>	Informative & combination annotated bibliography	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>3, 4, 5</li> <li>ppt</li> </ul>	150'x3	<ul style="list-style-type: none"> <li>Discussing the importance of ann.bib</li> <li>In small groups, learners discuss the difference between Informative &amp; combination annotated bibliography</li> <li>Identifying the parts of</li> </ul>

Meet	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
		<ul style="list-style-type: none"> <li>To compose annotated bibliography</li> </ul>					ann.bib <ul style="list-style-type: none"> <li>Drafting annotated bibliography</li> <li>Reviewing annotated bibliography</li> <li>Editing annotated bibliography</li> <li>Proof reading annotated bibliography</li> <li>Checking the similarity using Turnitin</li> </ul>
15	Composing annotated bibliography	<ul style="list-style-type: none"> <li>To discuss the importance of annotated bib</li> <li>To mention the parts of ann.bib</li> <li>To explain the 2 types of ann.bib; Informative &amp; combination</li> <li>To compose annotated bibliography</li> </ul>	Informative & combination annotated bibliography	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> <li>3, 4, 5</li> <li>ppt</li> </ul>	150'x3	<ul style="list-style-type: none"> <li>Discussing the importance of ann.bib</li> <li>In small groups, learners discuss the difference between Informative &amp; combination annotated bibliography</li> <li>Identifying the parts of ann.bib</li> <li>Drafting annotated bibliography</li> <li>Reviewing annotated bibliography</li> <li>Editing annotated bibliography</li> <li>Proof reading annotated bibliography</li> <li>Checking the similarity using Turnitin</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>	<ul style="list-style-type: none"> <li><b>All above</b></li> </ul>				<b>150'</b>	



### Mid-Term Test

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
Understanding the types of Literature Sources and the types of Journals & Paper	Written (Short essay)	<ul style="list-style-type: none"> <li>Choosing 5 scientific articles (both research – based and theoretical/ conceptual articles) from reputable journals.</li> <li>Do an initial search in the online library database. Search for sources that pertain to the topic you’re considering for the Paper Writing Course.</li> </ul>	Quality of References Citations in APA format	25%
Finding and selecting appropriate source material from both print and electronic environments			Referencing	Dissection
Managing and using Sources		<ul style="list-style-type: none"> <li>Research Problem / Questions</li> <li>Methods</li> <li>Key findings</li> </ul>	Evaluation	25%
Doing initial appraisal and analyzing the organization of research article			Evaluate the article’s limitations, strengths and weakness	Quality of References
Analyzing research gap & research fill				

### Final-Term Test

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
Comparing & Contrasting Journal Article	Written (Annotated Bibliography)	<ol style="list-style-type: none"> <li>Write an evaluative/critical annotated bibliography using a minimum of FIVE and no more than TEN different research reports on the topic of your choosing (you can use the same topic you use for your Paper Writing assignment). Do your best to include a few different types of sources in your bibliography (e.g., peer reviewed journal, book, etc.). In addition, make sure that your sources are current (within the last eight years).</li> <li>At the beginning of your evaluative/critical annotated bibliography, please include a statement (one or two sentences) indicating what topic or concept connects the articles summarized.</li> <li>Start with the full text citation for each study in boldface, formatted per APA 6 style guidelines. <b>Be sure to list your different sources in alphabetical order.</b></li> <li>Make sure to provide enough details for the reader to get a clear sense of the study.</li> </ol>	1. Quality of Sources (20)	20%
Creating 5 Part-Precis			2. Accuracy (20)	20%
			3. Annotations Content (20)	20%

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
		5. Summarize the following details from the cited source; <ul style="list-style-type: none"> <li>a) A brief description of the research questions and hypotheses</li> <li>b) The method and any criticisms</li> <li>c) The results</li> <li>d) The conclusions and any concerns that you may have</li> <li>e) A critical analysis of the quality and credibility of the study or author(s)</li> <li>f) How this study connects to or contrasts with other studies on this subject</li> <li>g) An explanation of how this study will shed new light on the topic. Make sure to provide enough details for the reader to get a clear sense of the study.</li> </ul>	4. Annotations Structure (20)	20%
Composing annotated bibliography			5. Overall Quality (20)	20%

## 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 ≤ SA ≤ 100
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	70 ≤ 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 ≤ 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	≤ 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. Précis Rubric

Rhetorical Précis \_\_\_/20 (note: -4 pts for late entries)

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

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

## 2. Research Paper Reading Log Rubric

Criteria	1	2	3	4	Total (x5)
<b>Quality of References</b>	Source was not retrieved from specified sources. Student has not found appropriate source related to topic.	Sources selected do not relate to topic chosen.	A selection of reliable sources selected to support the main points of the topic chosen.	High quality, reliable sources selected to support the main points of the topic chosen.	
<b>Citations in APA format</b>	Multiple errors in citation in the style chosen.	Five or less errors in each citation in the style chosen.	Three or less errors in each citation in the style chosen.	Every citation is correctly written in style chosen.	
<b>Dissection</b>	Locates and identifies few parts of the articles: <ul style="list-style-type: none"> <li>• Research Problem / Questions</li> <li>• Research Gap Research fill</li> <li>• Methods</li> <li>• Key findings</li> </ul>	Locates and identifies some parts of the articles: <ul style="list-style-type: none"> <li>• Research Problem / Questions</li> <li>• Research Gap Research fill</li> <li>• Methods</li> <li>• Key findings</li> </ul>	Locates and correctly identifies parts of the articles: <ul style="list-style-type: none"> <li>• Research Problem / Questions</li> <li>• Research Gap Research fill</li> <li>• Methods</li> <li>• Key findings with considerable accuracy</li> </ul>	Locates and correctly identifies few parts of the articles: <ul style="list-style-type: none"> <li>• Research Problem / Questions</li> <li>• Research Gap Research fill</li> <li>• Methods</li> <li>• Key findings with a high degree of accuracy</li> </ul>	
<b>Evaluation</b>	No treatment of limitations, no evidence of understanding of the articles' strengths and weaknesses	Little treatment of limitations, little evidence of understanding of the articles' strengths and weaknesses	Some reference to the articles' limitations, strengths and weaknesses	Good understanding of limitations, strengths and weaknesses of the articles.	
<b>SCORE</b>					

### 3. Annotated Bibliography Rubric

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

## B. Universitas Negeri Surabaya's Grading System

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

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

### Scoring Conversion

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

## APPENDIX 2 MID TERM TEST



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JURUSAN BAHASA DAN SAstra INGGRIS

Kampus Lidah Wetan Surabaya, Gedung T4 Lidah Wetan Surabaya 60213

Telp/Fax. (031) 7532192

Laman : [fbs.unesa.ac.id](http://fbs.unesa.ac.id), Email : [bahasainggris@unesa.ac.id](mailto:bahasainggris@unesa.ac.id)

### UJIAN TENGAH SEMESTER GENAP 2022/2023

MATA KULIAH	: Reading for Research
KODE MATA KULIAH	: 8820302181
JUMLAH SKS	: 2 SKS
PRODI/ ANGKATAN	: Pend. Bahasa Inggris ABCDE
HARI/ TANGGAL	:
ALOKASI WAKTU	: 3 Hari
DOSEN	: Tim

### RHETORICAL PRECIS & ARTICLE OUTLINE

#### **Instruction :**

Read 5 related scientific articles (both research – based and theoretical/ conceptual articles) from reputable journals. For each reading, you have to write a five part-rhetorical **Précis** and an outline of the article.

- The rhetorical précis includes five parts. The following outlines the information you should include in each of the five parts (@25 points).
  - Part 1: Introduce the writer or speaker, the text, and the central claim.
  - Part 2: Explain how the author develops or advances the argument.
  - Part 3: State the author's purpose in writing the text.
  - Part 4: Describe the intended audience and the author's relationship to the audience.
  - Part 5: Explain the significance of the work
- Each of the outlines should be one page. The outline should also subordinate information. All of the bullets should not be at the same level. The ability to succinctly summarize someone's argument is an important skill. So keep the outline short (@25 points).



## APPENDIX 3 FINAL TERM TEST



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Kampus Lidah Wetan Surabaya, Gedung T4 Lidah Wetan Surabaya 60213  
Telp/Fax. (031) 7532192

Laman : [fbs.unesa.ac.id](http://fbs.unesa.ac.id), Email : [bahasinggris@unesa.ac.id](mailto:bahasinggris@unesa.ac.id)

### UJIAN AKHIR SEMESTER GENAP 2022/2022

MATA KULIAH	: READING FOR RESEARCH
KODE MATA KULIAH	: 8820302181
JUMLAH SKS	: 2 SKS
PRODI/ ANGKATAN	: PEND. BHS. INGGRIS 2019 ABC
HARI/ TANGGAL	:
ALOKASI WAKTU	: 1 MINGGU
DOSEN	: TIM PENGAJAR EXTENSIVE READING

#### Extensive Reading Exam Directions

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



## APPENDIX 4 STUDENT'S REFLECTIVE PRACTICE

STUDENT'S REFLECTIVE PRACTICE (Meeting 1-4)		
<b>Student's Name/NIM : Aga Data/033</b> <b>Course : Reading for Research</b> <b>Lecturer : Retno Wulan Dari</b>		
Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	<ol style="list-style-type: none"> <li>1. Learning about the <b>types of literature source</b> based on originality, proximity, and role of the authors + some examples of each type.</li> <li>2. Learning about the <b>types of journals</b>, and what are the differences between journal and article + some examples of each type.</li> <li>3. Learning about <b>types of paper</b> + some examples from each type.</li> <li>4. Learning about the <b>differences between research journal and review journal</b>.</li> <li>5. Learning about <b>how to use Mendeley, the fastest way to filter articles needed for our research/paper, how to use PoP, and types of articles resources.</b></li> </ol>
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>	<ol style="list-style-type: none"> <li>1. Pay attention to the lecturer while she was explaining the material – watching YouTube or TikTok.</li> <li>2. I pay attention to the lecturer to gain basic knowledge about the explained materials. Then, I watch YouTube or TikTok if I don't understand the materials.</li> </ol>
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>	<ol style="list-style-type: none"> <li>1. Yes</li> <li>2. Yes</li> <li>3. I could apply this learning method on every subjects.</li> <li>4. No.</li> <li>5. Yes. With asking my senior about a material that I don't understand.</li> </ol>
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>	<ol style="list-style-type: none"> <li>1. I learned that we cannot only learn in class, but also, we need to look for other references. Secondly, paying attention in class and taking a not instead of playing phone will help me to boost my understanding the materials.</li> <li>2. For now. No.</li> <li>3. Doing the same way.</li> <li>4. No.</li> </ol>