 UNESA Universitas Negeri Surabaya	KURIKULUM	Rev Date : Sept 2017
	RENCANA PERKULIAHAN SEMESTER	Doc Code :
		Revised by : Retno W

Faculty : FBS
Study Program : S-1 English Education
Subject : Extensive Reading
Code : 8820303080
Semester : 5
Credit : 3
Pre-requisite : -
Lecturers :
1. Retno Wulan Dari, S.Pd., M.Pd.
2. Eva Rahmawati, S.Pd., M.Pd.

Learning Outcomes :	1. Demonstrate speaking and writing competence at the level of B2 CEFR (PLO 1) 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.
Description :	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, and question-answer.
References :	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. 2019. Conducting Research Literature Reviews: From the Internet to Paper. Sage Publishing.

	<ol style="list-style-type: none"> 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.
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A. Teaching-Learning Activity

Meetings	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"> • To mention the types of Literature Sources • To give example each type of Literature Sources • To mention the types of Journals & Paper • To state the difference and similarity of each type of Journals & Paper 	<ul style="list-style-type: none"> • Types of Literature Sources • Types of Journals & Paper • Research Topic 	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> • 5, 8, 9 • ppt 	150'	<ul style="list-style-type: none"> • Discussing the types of Literature Sources and the types of Journals & Paper • Working in a small group to find example each type of Literature Sources and the types of Journals & Paper • Analyzing some article based on the types of Journals & Paper
2	Finding and selecting appropriate source material from both print and electronic environments	<ul style="list-style-type: none"> • To use Digilib Sources, Google Scholar, Academia, Researchgate, and Libgen in finding appropriate source material • To define the quality of source material using google index, Sinta and Scimago 	Workshop on: Google Scholar, Scimago, Academia, Researchgate, Scihub, Libgen, Sinta and Scimago	Workshop, Question-Answer, Discussion	<ul style="list-style-type: none"> • 2, 8, 9 • ppt 	150'	<ul style="list-style-type: none"> • Attending workshop • Accessing Digilib Sources, Google Scholar, Academia, Researchgate, Libgen, Sinta and Scimago • Finding and selecting appropriate source material using said websites • Discussing the importance of said websites in writing process

Meetings	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
3	Managing and using Sources	<ul style="list-style-type: none"> To use Mendeley in managing reference To manage referencing system using Mendeley To use paraphrase, summarize and synthesize strategy in avoiding plagiarism To use Turnitin in checking similarity and plagiarism 	Workshop on: Mendeley & Turnitin	Workshop, Question-Answer, Discussion	<ul style="list-style-type: none"> 2, 3, 5, 8 ppt 	150'	<ul style="list-style-type: none"> Attending workshop Accessing Mendeley & Turnitin Managing and using source material using said websites Discussing the importance of said websites in writing process
4	Doing initial appraisal and analyzing the organization of research article	<ul style="list-style-type: none"> To appraise a research article based on the Author, Date of Publication, Edition or Revision, Publisher and Title of Journal To use checklist as a guidance in initial appraisal To mention the parts of Research Article Structure (AIMRAD) To dissect articles based on AIMRAD 	<ul style="list-style-type: none"> CRAAP checklist AIMRAD 	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> 1, 6, 7, 8 PPT 	150'x2	<ul style="list-style-type: none"> Discussing the importance of doing initial appraisal Working in small group, checking the Author, Date of Publication, Edition or Revision, Publisher and Title of a Journal Using checklist as a guidance in initial appraisal Dissecting an article based on AIMRAD
5	Doing initial appraisal and analyzing the organization of research article	<ul style="list-style-type: none"> To appraise a research article based on the Author, Date of Publication, Edition or Revision, Publisher and Title of Journal To use checklist as a guidance in initial appraisal To mention the parts of Research Article Structure (AIMRAD) To dissect articles based on AIMRAD 	<ul style="list-style-type: none"> CRAAP checklist AIMRAD 	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> 1, 6, 7, 8 PPT 	150'x2	<ul style="list-style-type: none"> Discussing the importance of doing initial appraisal Working in small group, checking the Author, Date of Publication, Edition or Revision, Publisher and Title of a Journal Using checklist as a guidance in initial appraisal Dissecting an article based on AIMRAD
6	Analyzing research gap & research fill	<ul style="list-style-type: none"> To explain the characteristics of research gap & research fill To identify the research gap & research fill by using cue words To formulate research gap & research fill 	Research gap & research fill	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> 1, 7, 8 ppt 	150'x2	<ul style="list-style-type: none"> Brainstorming the definition of research gap & research fill Discussing the cue words to identify research gap & research fill

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

Meetings	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
							differences between the articles used in reference and the learner's paper
11	Creating 5 Part-Precis	<ul style="list-style-type: none"> To explain the difference between precis and summary To mention the parts of precis and the cue words for each part To compose 5 Part-Precis 	5 Part-Precis	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> 1, 8 ppt 	150'x2	<ul style="list-style-type: none"> In small groups, learners discuss the difference between precis and summary Identifying the parts of precis Listing the cue words for each part of precise Summarizing a research article using 5 Part-Precis template Checking the similarity using Turnitin
12	Creating 5 Part-Precis	<ul style="list-style-type: none"> To explain the difference between precis and summary To mention the parts of precis and the cue words for each part To compose 5 Part-Precis 	5 Part-Precis	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> 1, 8 ppt 	150'x2	<ul style="list-style-type: none"> In small groups, learners discuss the difference between precis and summary Identifying the parts of precis Listing the cue words for each part of precise Summarizing a research article using 5 Part-Precis template Checking the similarity using Turnitin
13	Composing annotated bibliography	<ul style="list-style-type: none"> To discuss the importance of annotated bib To mention the parts of ann.bib To explain the 2 types of ann.bib; Informative & combination To compose annotated bibliography 	Informative & combination annotated bibliography	Discussion, Lecturing, Question-Answer	<ul style="list-style-type: none"> 3, 4, 5 ppt 	150'x3	<ul style="list-style-type: none"> Discussing the importance of ann.bib In small groups, learners discuss the difference between Informative & combination annotated bibliography Identifying the parts of ann.bib Drafting annotated bibliography Reviewing annotated bibliography Editing annotated bibliography

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

Meetings	Learning Objectives	Indicators	Materials	Approach/ Model/ Method/ Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
							<ul style="list-style-type: none"> Checking the similarity using Turnitin
16	FINAL TERM TEST	<ul style="list-style-type: none"> All above 				150'	

B. Assessment Blue-print

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"> Choosing 5 scientific articles (both research – based and theoretical/ conceptual articles) from reputable journals. 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. 	Quality of References Citations in APA format	25%
Finding and selecting appropriate source material from both print and electronic environments				
Managing and using Sources		Referencing	Dissection	25%
Doing initial appraisal and analyzing the organization of research article		<ul style="list-style-type: none"> Research Problem / Questions Methods Key findings 	Evaluation	25%
Analyzing research gap & research fill		Evaluate the article's limitations, strengths and weakness	Quality of References	25%

Final-Term Test

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
Comparing & Contrasting Journal Article	Written (Annotated Bibliography)	1. 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).	1. Quality of Sources (20)	20%
Creating 5 Part-Precis			2. Accuracy (20)	20%

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
Composing annotated bibliography		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; <ol style="list-style-type: none"> 1. A brief description of the research questions and hypotheses 2. The method and any criticisms 3. The results 4. The conclusions and any concerns that you may have 5. A critical analysis of the quality and credibility of the study or author(s) 6. How this study connects to or contrasts with other studies on this subject 7. 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. 	3. Annotations Content (20)	20%
			4. Annotations Structure (20)	20%
			5. Overall Quality (20)	20%

C. 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) Precis Rubric

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

Section	4	3	2	1
Sentence One	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.
Sentence Two	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 specific explanation of the claim and the rhetorical device being used.	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. There is a three-part thesis that includes each required element, but not all are written clearly with strong and correct verbs	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 components to the three-part thesis	There is not a clear thesis statement and there are missing parts to the three-part thesis
Sentence Three	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
Sentence Four	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
Personal Evaluation	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

b) **Research Paper Reading Log Rubric**

Criteria	1	2	3	4	Total (x5)
Quality of References	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.	
Citations in APA format	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.	
Dissection	Locates and identifies few parts of the articles: <ul style="list-style-type: none"> • Research Problem / Questions • Research Gap • Research fill • Methods • Key findings 	Locates and identifies some parts of the articles: <ul style="list-style-type: none"> • Research Problem / Questions • Research Gap • Research fill • Methods • Key findings 	Locates and correctly identifies parts of the articles: <ul style="list-style-type: none"> • Research Problem / Questions • Research Gap • Research fill • Methods • Key findings with considerable accuracy	Locates and correctly identifies few parts of the articles: <ul style="list-style-type: none"> • Research Problem / Questions • Research Gap • Research fill • Methods • Key findings with a high degree of accuracy	
Evaluation	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.	
SCORE					

c) **Annotated Bibliography Rubric**

Rubric: Annotated Bibliography					
	16-20	11-15	6-10	0-5	TOTAL (100)
Quality of Sources	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	
Accuracy	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.	
Annotations Content	Summaries are accurate, evaluation addresses validity of source and usefulness 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	
Annotations Structure	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.	
Overall Quality	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	
TOTAL POINTS					

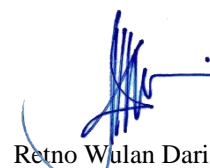
Surabaya, _____

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