



## COURSE SYLLABUS

Revision Date : 31 August 2020

Revised by : Retno Wulan Dari

Doc No. :

<p>Study Program : S-1 English Education  Faculty : Faculty of Languages and Arts  Course : Intensive Reading  Course Code :  Semester/Credit Hours : 1/2  Pre-requisite : <b>Passed the (course/s)</b> _____  Lecturer(s) : Retno Wulan Dari  Learning Outcomes (CLO) : Students are able to;</p>	<ol style="list-style-type: none"> <li>1. Internalize academic values, norms and ethics as well as show responsibility in applying appropriate reading strategies to comprehend non-fictional texts at pre-intermediate level <b>(S1, S2, S3)</b>.</li> <li>2. Apply logical, critical, systematic, and innovative thinking to respond current pre-intermediate level reading passages <b>(KU1)</b>.</li> <li>3. Locate information, use context clues to supply meaning of vocabulary from the Academic Word List (AWL) level 1-3, technical and cultural terms related to the topic discussed, follow specific directions, follow a sequence, identify stated conclusion, and identify explicitly stated relationships and organizational patterns <b>(P1)</b>.</li> <li>4. Make use of learning sources and IT to use search engines effectively, use interactive lab-based software, use an e-learning platform and write a guided summary of 8-10 sentences that paraphrases the passages' main ideas and major details <b>(KK1)</b>.</li> </ol>
<p>Description</p>	<p>: This course is designed to prepare students for non-fictional texts at pre-intermediate level by exploring a wide variety of strategies, including reading strategies for before, during and after reading (i.e. previewing, scanning, using context clues to clarify meaning, finding the main idea, summarizing, making inferences). Rich vocabulary instruction and practice that targets vocabulary from the Academic Word List (AWL) level 1-3, technical and cultural terms related to the topic discussed provide opportunities for students to improve their language proficiency and their ability to decode and process vocabulary. The topics in this course include engineering, business, technology, literature, meteorology, nutrition, geology, sociology, journalism, and medicine. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer.</p>
<p>References</p>	<p>:  1. Beatrice, S. M. &amp; Linda, J. 1996. More Reading Power. London: Longman.  2. Zwier, L. J. (2009). Inside Reading 2: The Academic Word List In Context. Oxford: Oxford UP.  3. _____. <a href="https://www.victoria.ac.nz/lals/resources/academicwordlist">https://www.victoria.ac.nz/lals/resources/academicwordlist</a>. Accessed on January 2019.</p>

## A. Teaching-Learning Activity

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
1.	To know the importance of reading skill and strategies	To be able to: <ul style="list-style-type: none"> <li>Describe the importance of reading skill</li> <li>Recall examples of reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>Basic Course Outline</li> <li>The importance of reading skill and strategies</li> </ul>	Discussion, Lecturing, Question-Answer	[1], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>Defining the importance of reading skill from book 1</li> <li>Describing the importance of reading skill from book 1</li> <li>Recognizing examples of reading strategies from video clip</li> </ul>
2.	To apply previewing and predicting as pre-reading strategy	To be able to: <ul style="list-style-type: none"> <li>Understand the target academic words related to Engineering</li> <li>Make use the target academic words related to Engineering</li> <li>Apply previewing and predicting as pre-reading strategy</li> <li>Identify specific information in reading passage</li> </ul>	<ul style="list-style-type: none"> <li>Academic words related to Engineering</li> <li>Cooper Pedy: Really Down Under</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>Discussing the previous lesson</li> <li>Discussing the target academic words related to Engineering from book 2</li> <li>Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>Discussing and applying the target reading strategy; previewing and predicting from book 2</li> <li>Checking the students'</li> </ul>

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
							<p>understanding of the reading from book 2</p> <ul style="list-style-type: none"> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing the next lesson</li> </ul>
3.	To apply previewing and predicting as pre-reading strategy	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Apply previewing and predicting as pre-reading strategy</li> <li>• Identify specific information in reading passage</li> <li>• Make use the target academic words related to Engineering</li> <li>• Make use of information from reading passage to discuss topic related Underground issues</li> </ul>	<ul style="list-style-type: none"> <li>• Academic words related to Engineering</li> <li>• Understanding Philly's Basement</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lesson</li> <li>• Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>• Discussing and applying the target reading strategy; previewing and predicting from book 2</li> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing topic related to</li> </ul>

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
							Underground issues • Discussing the next lesson
4.	To find the main idea of reading	To be able to: • Understand the target academic words related to Business • Find the main idea of reading • Identify specific information in reading passage • Make use the target academic words related to Business	<ul style="list-style-type: none"> <li>• Academic words related to Engineering</li> <li>• The Power of Branding</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lesson</li> <li>• Discussing the target academic words related to Business from book 2</li> <li>• Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Discussing and applying the target reading strategy; Finding the main idea from book 2</li> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing the next lesson</li> </ul>
5.	To find the main idea	To be able to: • Understand the	• Academic words related to	Discussion, Lecturing, Question-	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> ,	100'	• Discussing the previous lesson

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
	of reading	target academic words related to Business <ul style="list-style-type: none"> <li>Find the main idea of reading</li> <li>Identify specific information in reading passage</li> <li>Make use the target academic words related to Business</li> </ul>	Engineering <ul style="list-style-type: none"> <li>My Brand Is Me</li> </ul>	Answer	ppt		<ul style="list-style-type: none"> <li>Discussing the target academic words related to Business from book 2</li> <li>Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>Checking the students' understanding of the reading from book 2</li> <li>Discussing and applying the target reading strategy; Finding the main idea from book 2</li> <li>Recycling target vocabularies through various exercises from book 2</li> <li>Discussing topic related to The Business of Branding issues</li> <li>Discussing the next lesson</li> </ul>
6.	To apply scanning as pre-reading strategy	To be able to: <ul style="list-style-type: none"> <li>Understand the target academic</li> </ul>	<ul style="list-style-type: none"> <li>Academic words related to Technology</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>Discussing the previous lesson</li> <li>Discussing the</li> </ul>

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		<p>words related to Technology</p> <ul style="list-style-type: none"> <li>• Make use the target academic words related to Technology</li> <li>• Apply scanning pre-reading strategy</li> <li>• Identify specific information in reading passage</li> </ul>	<ul style="list-style-type: none"> <li>• Looking for Bad Guys at the Big Game</li> </ul>				<p>target academic words related to Technology from book 2</p> <ul style="list-style-type: none"> <li>• Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>• Discussing and applying the target reading strategy; scanning from book 2</li> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing the next lesson</li> </ul>
7.	To apply outlining as whilst-reading strategy	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Understand the target academic words related to Literature</li> <li>• Make use the target academic words related to Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Academic words related to Literature</li> <li>• Could Shakespeare Have Written Shakespeare's Plays?</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lesson</li> <li>• Discussing the target academic words related to Literature from book 2</li> <li>• Discussing</li> </ul>

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
		<ul style="list-style-type: none"> <li>Apply outlining as whilst-reading strategy</li> <li>Identify specific information in reading passage</li> </ul>					<p>questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</p> <ul style="list-style-type: none"> <li>Discussing and applying the target reading strategy; outlining from book 2</li> <li>Checking the students' understanding of the reading from book 2</li> <li>Recycling target vocabularies through various exercises from book 2</li> <li>Discussing the next lesson</li> </ul>
8.	To analyze the graph and chart in reading passage	<p>To be able to:</p> <ul style="list-style-type: none"> <li>Understand the target academic words related to Meteorology</li> <li>Make use the target academic words related to Literature</li> <li>Analyze the graph and chart in reading passage</li> <li>Identify specific information in</li> </ul>	<ul style="list-style-type: none"> <li>Academic words related to Meteorology</li> <li>The Weather Goes to Court: Forensic Meteorology</li> </ul>	Discussion, Lecturing, Question-Answer	[2], ppt	100'	<ul style="list-style-type: none"> <li>Discussing the previous lesson</li> <li>Discussing the target academic words related to Meteorology from book 2</li> <li>Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> </ul>

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
		reading passage					<ul style="list-style-type: none"> <li>• Discussing and applying the target reading strategy; Analyze the graph and chart from book 2</li> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing the next lesson</li> </ul>
9.	Review meeting 1-8	Review meeting 1-8	Academic words from meeting 1-8	Discussion, Lecturing, Question-Answer	[2], ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lessons</li> <li>• Discussing the target academic words from meeting 1-8</li> <li>• Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>• Discussing and applying the target reading strategy 2</li> <li>• Checking the students'</li> </ul>



Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
							<p>understanding of the reading from book 2</p> <ul style="list-style-type: none"> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing the next lesson</li> </ul>
<b>10.</b>	<b>USS</b>	<b>USS</b>					<b>USS</b>
11.	To summarize information from the reading	<p>To be able to:</p> <ul style="list-style-type: none"> <li>• Understand the target academic words related to Nutrition</li> <li>• Make use the target academic words related to Engineering</li> <li>• Summarize information from the reading</li> <li>• Identify specific information in reading passage</li> </ul>	<ul style="list-style-type: none"> <li>• Academic words related to Nutrition</li> <li>• Fat for Brains</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lesson</li> <li>• Discussing the target academic words related to Nutrition from book 2</li> <li>• Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>• Discussing and applying the target reading strategy; summarizing from book 2</li> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Recycling target vocabularies</li> </ul>

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
							through various exercises from book 2 <ul style="list-style-type: none"> <li>• Discussing the next lesson</li> </ul>
12.	To summarize information from the reading	To be able to: <ul style="list-style-type: none"> <li>• Understand the target academic words related to Nutrition</li> <li>• Make use the target academic words related to Nutrition</li> <li>• Summarize information from the reading</li> <li>• Identify specific information in reading passage</li> </ul>	<ul style="list-style-type: none"> <li>• Academic words related to Nutrition</li> <li>• The Minnesota Starvation Experiment</li> </ul>	Discussion, Lecturing, Question-Answer	[2], ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lesson</li> <li>• Discussing the target academic words related to Nutrition from book 2</li> <li>• Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>• Discussing and applying the target reading strategy; summarizing from book 2</li> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing topic related to Brain</li> </ul>

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/Method/Learning Strategy	Learning Source/Media	Time Allotment	Learning Experience
							Food issues • Discussing the next lesson
13.	To make inferences from the reading	To be able to: • Understand the target academic words related to Geology • Make use the target academic words related to Geology • Make inferences from the reading • Identify specific information in reading passage	<ul style="list-style-type: none"> <li>• Academic words related to Geology</li> <li>• Pieces of a Puzzle: The Evidence for Pangaea</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lesson</li> <li>• Discussing the target academic words related to Geology from book 2</li> <li>• Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>• Discussing and applying the target reading strategy; Make inferences from book 2</li> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing the next lesson</li> </ul>
14.	<ul style="list-style-type: none"> <li>• To analyze the sequence of</li> </ul>	To be able to: • Understand the	<ul style="list-style-type: none"> <li>• Academic words related to</li> </ul>	Discussion, Lecturing, Question-	[2], ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lesson</li> </ul>

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
	information in reading	target academic words related to Journalism <ul style="list-style-type: none"> <li>• Make use the target academic words related to Journalism</li> <li>• Analyze the sequence of information in reading</li> <li>• Identify specific information in reading passage</li> </ul>	Journalism <ul style="list-style-type: none"> <li>• A Game of Checkers</li> <li>• Pangaea</li> </ul>	Answer			<ul style="list-style-type: none"> <li>• Discussing the target academic words related to Journalism from book 2</li> <li>• Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>• Discussing and applying the target reading strategy; Analyze the sequences from book 2</li> <li>• Checking the students' understanding of the reading from book 2</li> <li>• Recycling target vocabularies through various exercises from book 2</li> <li>• Discussing the next lesson</li> </ul>
15.	To record processes with flow charts	To be able to: <ul style="list-style-type: none"> <li>• Understand the target academic words related to Medicine</li> <li>• Make use the target</li> </ul>	<ul style="list-style-type: none"> <li>• Academic words related to Medicine</li> <li>• Attack of the Fire Ants</li> </ul>	Discussion, Lecturing, Question-Answer	[2], video clip from <a href="http://www.youtube.com">www.youtube.com</a> , ppt	100'	<ul style="list-style-type: none"> <li>• Discussing the previous lesson</li> <li>• Discussing the target academic words related to Medicine from book</li> </ul>

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
		academic words related to Medicine <ul style="list-style-type: none"> <li>Record processes with flow charts</li> <li>Identify specific information in reading passage</li> </ul>					2 <ul style="list-style-type: none"> <li>Discussing questions to activate students' knowledge of the specific topic dealt with in the reading from book 2</li> <li>Discussing and applying the target reading strategy; record processes with flow charts from book 2</li> <li>Checking the students' understanding of the reading from book 2</li> <li>Recycling target vocabularies through various exercises from book 2</li> <li>Discussing the next lesson</li> </ul>
16.	UAS	UAS					UAS

## B. Assessment Blue-Print

### Mid-Term Test

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
Identify specific information in reading passage	Multiple Choice	<ul style="list-style-type: none"> <li>Read this passage carefully and answer the questions that follow.</li> <li>Mark each statement as <i>T</i> (true) or <i>F</i> (false) according to the information in the reading passage.</li> </ul>	@2 points	
Make use the target academic words	Multiple Choice	<ul style="list-style-type: none"> <li>Choose the option that best completes each sentence.</li> </ul>	@3 points	
Make inferences from the reading	Multiple Choice	<ul style="list-style-type: none"> <li>Read paragraph indicated again. Then select the one statement that can be most strongly inferred from each paragraph.</li> </ul>	@3 points	
Apply outlining as whilst-reading strategy	Essay	<ul style="list-style-type: none"> <li>Complete this outline based on the text above.</li> </ul>	@4 points	
Analyze the graph and chart in reading passage	Essay	<ul style="list-style-type: none"> <li>Use information from the chart to answer the following questions</li> </ul>	@3 points	

### Final-Term Test

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
Identify specific information in reading passage	Multiple Choice	<ul style="list-style-type: none"> <li>Read this passage carefully and answer the questions that follow.</li> <li>Mark each statement as <i>T</i> (true) or <i>F</i> (false) according to the information in the reading passage.</li> </ul>	@2 points	
Make use the target academic words	Multiple Choice	<ul style="list-style-type: none"> <li>Choose the option that best completes each sentence.</li> </ul>	@3 points	
Make inferences from the reading	Multiple Choice	<ul style="list-style-type: none"> <li>Read paragraph indicated again. Then select the one statement that can be most strongly inferred from each paragraph.</li> </ul>	@3 points	

Indicators	Assessment			
	Forms	Items	Rubric/scoring	Weight (%)
Apply outlining as whilst-reading strategy	Essay	<ul style="list-style-type: none"> <li>Complete this outline based on the text above.</li> </ul>	@4 points	
Analyze the graph and chart in reading passage	Essay	<ul style="list-style-type: none"> <li>Use information from the chart to answer the following questions.</li> </ul>	@3 points	
Analyze the sequence of information in reading	Essay	<ul style="list-style-type: none"> <li>Use the sequence signals to complete these sequences in the proper time order</li> </ul>	@3 points	
Record processes with flow charts	Essay	<ul style="list-style-type: none"> <li>Complete the chart below</li> </ul>	@3 points	
Summarize information from the reading	Essay	<ul style="list-style-type: none"> <li>Essay. Write a short paragraph dealing with the question. Not more than 150 words.</li> </ul>	25 points	

## C. Grading Rubric

### 1. Summary Writing Rubric

Points	Summary Rubric Description
<b>Excellent Summary 76-100</b>	<input type="checkbox"/> The main idea is clearly stated in the first sentence. <input type="checkbox"/> All key details are included. <input type="checkbox"/> Uses own wording - avoids copying phrases and sentences from the text. <input type="checkbox"/> Has detailed sentences that link to main idea in logical order. <input type="checkbox"/> No spelling or grammar errors. <input type="checkbox"/> Correctly written works cited section.
<b>Satisfactory Summary 51-75</b>	<input type="checkbox"/> The main idea is stated in the first sentence. <input type="checkbox"/> Most important details are included. <input type="checkbox"/> Uses mostly original language. Avoids copying phrases and sentences. <input type="checkbox"/> Detail sentences are logically linked. <input type="checkbox"/> Few mechanical errors. <input type="checkbox"/> Correctly written works cited section.

Points	Summary Rubric Description
<b>Below Average Summary</b> 26-50	<input type="checkbox"/> The main idea is vague and hard to locate. <input type="checkbox"/> Some important details may be missing. <input type="checkbox"/> Copies some phrases and sentences. <input type="checkbox"/> Detail sentences lack logical organization. <input type="checkbox"/> Has mechanical errors. <input type="checkbox"/> Incorrectly written works cited section.
<b>Ineffective Summary</b> 0-25	<input type="checkbox"/> The main idea is unclear. <input type="checkbox"/> Details are sketchy. <input type="checkbox"/> Disorganized details, randomly presented. <input type="checkbox"/> Many copied phrases and sentences. <input type="checkbox"/> Many mechanical errors. <input type="checkbox"/> Incorrect, incomplete or absent works cited section.

## 2. Reading Group Discussion Rubric

Reading Group Discussion Rubric				
Criteria	Does Not Meet 0-25 pts	Progressing 26-50 pts	Meets 51-75 pts	Exceeds 78-100 pts
<b>Prepared for Discussion</b>	Not prepared for discussion; forgets materials; does not pay attention to reading	Prepared for discussion with appropriate basic materials, but may be missing some of the required materials or knowledge to have a successful discussion	Prepared for discussion with all appropriate materials including understanding of passages that have been read or assigned. Ready to have a successful discussion	Prepared for discussion with all appropriate materials including clearly marked passages and thoughtful journal entries ready to have a successful discussion
<b>Contribution to Discussion</b>	Rarely contributes to discussion or contribution to discussion is off topic or does not make sense.	Contributes to discussions occasionally or when prompted; contributions are related to the novel, but not fully developed. Does not refer to examples from the text.	Contributes to discussions often; contributions refer to examples and scenes from the novel, shows understanding of character development, plot, predictions, and connections.	Contributes to discussions often and effectively; contributions show deep understanding of character development, plot, predictions, and connections.
<b>Staying on Task</b>	Rarely listens or responds to group members	Sometimes listens and responds appropriately, occasionally asks questions or shares ideas	Listens and responds adequately (volunteers in discussion, discusses unknown words, asks questions, builds on other's	Listens and responds thoughtfully (often reads journal entries or marked passages, discusses unknown words, asks questions,



Reading Group Discussion Rubric				
Criteria	Does Not Meet 0-25 pts	Progressing 26-50 pts	Meets 51-75 pts	Exceeds 78-100 pts
			comments, makes connections, discusses literary elements)	builds on other's comments, makes connections, discusses literary elements)
<b>Language/Vocab in context</b>	Rarely uses vocabulary related to the story and standards.	Sometime uses vocabulary related to the story and standards.	Adequately uses vocabulary related to the story and standards.	Thoroughly uses vocabulary from the book and standards.

### 3. Participation/Attendance Rubric

Attendance		Participation	
Criteria	Skor	Criteria	Score
More than 12	60	More than 12	40
11,12	50	9,10,11,12	30
9,10	40	5,6,7,8	20
7,8	30	3,4	10
Less than 7	20	0,1,2	5

Surabaya, \_\_\_\_\_

Mengetahui,  
Ketua Program Studi Pendidikan Bahasa Inggris Unesa

Dosen,

NIP.

Retno Wulan Dari, S.Pd., M.Pd  
NIP.198406272099122003