

 <b>UNESA</b> Universitas Negeri Surabaya	<b>KURIKULUM</b>	Tanggal Revisi :
	<b>RENCANA PERKULIAHAN SEMESTER</b>	Kode Dokumen :

**Study Program** : S1 English Education Program  
**Subject** : **Interpretive Reading**  
**Code** : 8820302250  
**Semester** : 2  
**Credit** : 2/0  
**Pre-requisite** : Fulfilling the required passing grade of Literal Reading.  
  
**Lecturer(s)** : Fauris Zuhri, M.Hum  
Retno Wulan Dari, M.Pd

**Learning Outcomes:**

**Program Learning Outcome:**

**PLO – 1:** Demonstrate speaking and writing competence at the level of B2 CEFR.

**Course Learning Outcome:**

- CLO – 1:** Making use of learning sources and IT to support the developing students’ competence in interpretive reading (i.e. applying and inferring) of non-/fictional texts at pre-advanced level.
- CLO – 2:** Possessing knowledge to interpret cohesive devices in the text, recognize discourse markers, identify the organization, development, and types of text.
- CLO – 3:** Being able to to emphasize the use of appropriate reading strategies: skimming (to find out general information) and scanning (to find out specific information).
- CLO – 4:** Being responsible for using of appropriate reading strategies: to understand implicit information, interpret cohesive devices in the text, recognize discourse markers, identify the organization, development, and types of text.

**Description:**

This subject is designed to develop students competence in interpretive reading (i.e. applying and inferring) of non-/fictional texts at pre-advanced level, emphasizing the use of appropriate reading strategies to understand implicit information, interpret cohesive devices in the text, recognize discourse markers, identify the organization, development, and types of text.

**References:**

- (1) Mikulecky, Beatrice S. (1996). More Reading Power. USA: Adison-Wesley Publishing Company
- (2) [http://www.citadel.edu/root/images/Academic\\_Support\\_Center/cohesive%20devices.pdf](http://www.citadel.edu/root/images/Academic_Support_Center/cohesive%20devices.pdf)
- (3) <http://webapp.ln.edu.hk/ceal/elss/sites/default/files/exercise/cate/grammar/Discourse%20markers/index.htm>
- (4) Inside Reading 3, 2009, Oxford University Press, New York.

### A. Teaching and Learning Activity

Meeting s	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
1	To understand the content of an interpretive reading through examples	<ul style="list-style-type: none"> <li>- To indicate an idea which can be used as interpretive reading content</li> <li>- To indicate ideas which can be used as reading text</li> <li>- To explain cohesive devices in a text</li> </ul>	- Introduction: what is interpretive reading?	explain, discussion, and question and answer	(1), (2), (3) Power Point Presentation	100'	<ul style="list-style-type: none"> <li>- Discussing the prewriting process as explained in book (1), (2), (3) and power point presentation</li> <li>- Exploring examples of text reading</li> <li>- Understanding the definition and what is meant by interpretive reading</li> </ul>
2-4	<p>To understand discourse markers and the organization of texts</p> <p>To implement the discourse markers, identify the organization</p> <p>To analyze the discourse markers,</p>	<ul style="list-style-type: none"> <li>- To identify discourse markers and the organization and text</li> <li>- To differentiate discourse markers in text</li> <li>- To classify the kind of organization of texts</li> </ul> <ul style="list-style-type: none"> <li>- to explain discourse markers</li> <li>- to explain organization of texts</li> </ul> <ul style="list-style-type: none"> <li>- To analyze the construction of discourse markers</li> </ul>	- Discourse markers, identify the organization for effective reading	explain, discussion, and question and answer, practice	(1), (2), (3) Power Point Presentation	300'	<ul style="list-style-type: none"> <li>- Discussing discourse markers, identify the organization as explained in book (1), (2), (3) and power point presentation</li> <li>- Choosing the correct examples of a text, recognize discourse</li> </ul>

Meets	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
	identify the organization for effective reading	- To analyze the construction of the organization of text					markers, identify the organization of text - Determining the function of discourse markers, identify the organization of text
5-6	To understand the development and types of text	- To identify the development and types of texts - To differentiate the types of development of texts - To classify the types of texts	Development and types of text	explain, discussion, and question and answer, practice	(1), (2), (3) (Power Point Presentation)	200'	- Discussing the development of texts as explained in book (1), (2), (3) and power point presentation - Indicating the types of text - Discussing the development of texts as explained in book (2) and power point presentation - Indicating the correct of types of text from several samples
	To implement the development and types of text	- To apply the development of paragraph in text - To apply development of paragraphs in (non) – fictional texts					
	To analyze the development and types of text	- To analyze the development of paragraph in text - To analyze development of paragraphs in (non) – fictional texts					

Meeting s	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
							of text - Applying the rules of development of text.
7	To understand Skimming, Scanning, and Making inferences	- To identify Skimming, Scanning, and Making inferences - To differentiate Skimming, Scanning, and Making inferences	- Skimming, Scanning, and Making inferences	explain, discussion, and question and answer, practice	(1), (2), (3) (Power Point Presentation)	100'	- Discussing reading strategies as explained in book (1), (2), (3) and power point presentation
8	Mid-Terms Test						
9-10	To implement the Skimming, Scanning, and Making inferences	- To explain Skimming, Scanning, and Making inferences	Skimming, Scanning, and Making inferences	explain, discussion, and question and answer, practice	(1), (2), (3), (4) (Power Point Presentation)	200'	- Discussing reading strategies as explained in book (1), (2), (3), (4) and power point presentation
	To analyze the Skimming, Scanning, and Making inferences	- To analyze the Skimming, Scanning, and Making Inferences					
11-12	To implement the content belonged to the process of reading in interpretive reading	- to explain cohesive devices in text - to explain discourse markers in text	Cohesive devices, discourse markers, organization, and development of text	Reading practice	(1), (2), (3), (4) (Power Point Presentation)	200'	- Implementing cohesive devices, discourse markers, organization, and development of text - Expalining
	To implement the organization and	- to explain the organization of text in interpretive reading					

Meeting s	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ media	Time Allotment	Learning Experience
	development of texts in interpretive reading	- to explain the development of text in interpretive reading					cohesive devices, discourse markers, organization, and development of text
13-14	To implement the concept belonged to the process of Reading in interpretive reading  To analyze the implementation of paragraph structure content in interpretive reading	- to explain implicit information, interpret cohesive devices in the text  - To analyze discourse markers, identify the organization, development, and types of text.	<ul style="list-style-type: none"> <li>• Global Issues: The Population Explosion</li> <li>• Global Issues: The Green Revolution</li> <li>Global Issues: Global Warming</li> </ul>	Reading practice	(1), (2), (3), (4) (Power Point Presentation)	200'	<ul style="list-style-type: none"> <li>- brainstorming for finding out implicit information, cohesive devices in texts</li> <li>- reading the three texts and understanding the contents of the text</li> <li>- answering some questions</li> </ul>
15	To implement the concept belonged to the process of inferences	- to identify the inferences - to differentiate between reference and inference - to explain the inference	Making Inferences	explain, discussion, and question and answer	(1), (2), (3), (4) (Power Point Presentation)	90	<ul style="list-style-type: none"> <li>- brainstorming for an inference</li> <li>- Reading and Practicing</li> <li>- Answering some question</li> </ul>

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/media	Time Allotment	Learning Experience
16	Final Test	-	-	Reading Comprehension Test	-	100'	Answering

### B. Assessment Blue-print

Indicator	Assesment			
	Type	Instrument	criteria	point (%)
- to determine the inference	Written test	<p><i>Read the conversation and try to infer the answers to the questions below.</i></p> <p><b>Example:</b></p> <p>A: Excuse me. Do you live around here? Is this Elm Street?  B: No, this is Maple Ave.  A: Maple Ave?... Oh, dear. I really don't understand this! I'm looking for Elm St. and I thought this was it.  B: No, no. Elm St. isn't anywhere near here.  A: But wasn't that the high school back there?  B: No, that was the town hall.  A: Oh. Then I really <i>am</i> confused. Can you take a look here and show me where I am?  B: Sure. Let's see... You're over here. See? This is Maple Ave. and here's the high school. Now, if you want to get to Elm St. you'd better take the bus...</p> <p>1. Who are these people?  A visitor from out of town and someone who lives there</p> <p>2. What are they talking about?  Where they are—the visitor is lost and wants to know where she is on the map</p> <p>3. Are they men or women? How can you tell?  It is impossible to tell.</p>	Full score obtained when working on all questions correctly	<b>30</b>

Indicator	Assesment			
	Type	Instrument	criteria	point (%)
		<p><i>Read the following passage from "A Domestic Dilemma," a story by Carson McCullers. (A "dilemma" is a problem with no easy solution.) Working with another student or a group of students, try to infer the answers to the questions below. Then underline the words or phrases that helped you.</i></p> <p style="text-align: center;"><b>A Domestic Dilemma</b></p> <p>The children were in the living room, so intent on play that the opening of the front door was at first unnoticed. Martin stood looking at his safe, lovely children. They had opened the bottom drawer of the secretary and taken out the Christmas decorations. Andy had managed to plug in the Christmas tree lights and the green and red bulbs glowed with out-of-season festivity on the rug on the living room. At the moment he was trying to trail the bright cord over Marianne's rocking horse. Marianne sat on the floor pulling off an angel's wings. The children wailed a startling welcome. Martin swung the fat little baby girl up to his shoulder and Andy threw himself against his father's legs.</p> <p>'Daddy, Daddy, Daddy!'</p> <p>Martin set down the little girl carefully and swung Andy a few times like a pendulum. Then he picked up the Christmas tree cord.</p> <p>'What is all this stuff doing out? Help me put it back in the drawer. You're not to fool with the light socket. Remember I told you that before. I mean it, Andy.'</p> <p>The six-year-old child nodded and shut the secretary drawer. Martin stroked his fair soft hair and his hand lingered tenderly on the nape of the child's frail neck.</p> <p>'Had supper yet, Bumpkin?'</p> <p>'It hurt. The toast was hot.'</p> <p>The baby girl stumbled on the rug and, after the first surprise of the fall, began to cry; Martin picked her up and carried her in his arms back to the kitchen.</p> <p>'See, Daddy,' said Andy. 'The toast—'</p> <p>Emily had laid the children's supper on the uncovered porcelain table. There were two plates with the remains of cream-of-wheat and eggs and silver mugs that had held milk. There was also a platter of cinnamon toast, untouched except for one tooth-marked bite. Martin sniffed the bitten piece and nibbled gingerly. Then he put the toast into the garbage pail.</p> <p>'Hoo—phui—What on earth!'</p> <p>Emily had mistaken the tin of cayenne for the cinnamon.</p> <p>'I like to have burnt up,' Andy said. 'Drank water and ran outdoors and opened my mouth. Marianne didn't eat none.'</p> <p>'Any,' corrected Martin. He stood helpless, looking around the walls of the kitchen. 'Well, that's that, I guess,' he said finally. 'Where is your mother now?'</p> <p>'She's up in you alls' room.'</p> <p>Martin left the children in the kitchen and went up to his wife. Outside the door he waited for a moment to still his anger. He did not knock and once inside the room he closed the door behind him.</p> <p>Emily sat in the rocking chair by the window of the pleasant room. She had been drinking something from a tumbler and as he entered she put the glass hurriedly on the floor behind the chair. In her attitude there was confusion and guilt which she tried to hide by a show of spurious vivacity.</p> <p>'Oh, Marty! You home already? The time slipped up on me. I was just going down—'</p> <ol style="list-style-type: none"> <li>1. What are the relationships among the four characters here?</li> <li>2. Where are they?</li> <li>3. What has happened just before this passage?</li> <li>4. Which character do you think expresses the author's point of view?</li> <li>5. What do you think will happen after this in the story?</li> </ol>		
To determine skimming	Written test	<p><i>Here is a book review of The Year of the Turtle. Read the questions and then skim the review for the answers. Work as quickly as you can. (Not more than 30 seconds for the skimming!) Compare your answers with another student.</i></p> <ol style="list-style-type: none"> <li>1. Is this a good book to give as a birthday present to a six-year-old boy? Why or why not?</li> <li>2. Would you like to read this book? Why or why not?</li> </ol> <p style="text-align: center;"><b>The Year of the Turtle</b></p> <p><i>The Year of the Turtle</i> is the work of an artist of great talent. It is also the product of a great love for nature in general and turtles in particular.</p> <p>David Carroll's enthusiasm for turtles began early. When he was only a boy he started catching them in the lake near his home. Since then, his life has been filled with turtles: he has spent 40 years studying them and fighting for their protection. He knows turtles as no one else does and he brings us his knowledge in admirable, clear language.</p> <p>The book follows a turtle through the four seasons of the year. In a gentle, but vivid tone, he brings us into the life of the pond and the river. Not only the turtle, but also the other animals of these wetlands take part in his story. The frogs, fish, beetles and beavers all are described with great care and great skill.</p> <p>Carroll also draws a very clear picture of the present situation for the turtle. In fact, many kinds of turtles are disappearing from the United States and other parts of the world. This is happening because their homes in the wetlands are being destroyed. All too often, wetlands are filled in so that houses and factories can be built. This means the loss of turtles and of their whole world.</p>	Full score obtained when working on all questions correctly	20

Indicator	Assesment			
	Type	Instrument	criteria	point (%)
		<p><b>Here are eight short descriptions of books on the opposite page. Read the questions and then skim the book descriptions for the answers. Work as quickly as you can. (Not more than one minute for the skimming!) Compare your answers with another student.</b></p> <ol style="list-style-type: none"> <li>Which book do you think would be most useful to you and why?</li> <li>Which book is the most interesting to you and why?</li> <li>Which books would you recommend to someone who is interested in the environment?</li> </ol>		
- To determine the sentence pattern	Written test	<p><b>In each paragraph below, there is a different pattern and a missing sentence. Working with another student, decide what the pattern is and which sentence fits best. The missing sentences (plus one extra) are listed below.</b></p> <ol style="list-style-type: none"> <li>Archaeologists believe that the first people to eat corn lived in central Mexico 5,000 years ago. They gathered a kind of corn that grew wild in much of Central America. The cultivation of corn made possible the great Indian civilizations, from the Aztec to the Zuni. By the time Europeans arrived, corn was cultivated all over North and South America. Curious about this new grain, Columbus brought some seeds back to Europe. Within a century, people were growing corn in many parts of Europe, Asia, and Africa. Sentence: _____ Pattern: _____</li> <li>The cultivation of corn in the United States has changed dramatically in the past century. Farmers used to grow corn in small fields of a few acres. Now corn farms may be as large as 6,000 acres. Before the age of machines, farmers had to pick each ear of corn by hand. It might take several days to harvest 10 acres of corn. Now, however, huge harvesting machines can pick hundreds of acres of corn in a day. While corn growing used to be a way of life for many families, now it is big business. Sentence: _____ Pattern: _____</li> <li>In modern life, corn has many uses. Corn is also hidden in many other foods: cookies, bread, or beef. A large part of the corn production in the United States, in fact, goes to feed beef cattle. But corn is not just a food. It is also used in the production of all kinds of things, from glue to hand lotion and paint. Recently, manufacturers have begun to use corn to make a new type of plastic for garbage bags. In many places, cars are now powered by a mixture that contains ethanol, a fuel made from corn. Sentence: _____ Pattern: _____</li> <li>Genetic engineering is bringing about some important changes in the production of corn. It has allowed scientists to develop plants that produce larger and more numerous ears of corn. This makes it possible for farmers to harvest far more corn per acre of land. In the near future, genetic engineering may develop types of corn that are resistant to certain diseases. This will help farmers save millions of tons of corn that are lost every year to disease. Scientists are also working on kinds of corn that can be cultivated in dry or very hot areas. Genetics may furthermore soon develop a kind of corn that contains more protein and is also more nutritious. All these changes mean that corn will be able to feed more people around the world. Sentence: _____ Pattern: _____</li> </ol> <p><b>Missing sentences:</b></p> <ol style="list-style-type: none"> <li>This will help farmers save millions of tons of corn that are lost to disease every year.</li> <li>We eat corn in many forms, from popcorn to corn oil, corn flour, and corn syrup.</li> <li>Before a thousand years had passed, they had learned to cultivate corn.</li> <li>For the Hopi Indians, corn is a symbol of life.</li> <li>It took a family several long days of hot, hard work to harvest a few acres of corn.</li> </ol>	Full score obtained when working on all questions correctly	<b>20</b>
To determine cohesive devices	Written reports	<ol style="list-style-type: none"> <li>Slum clearance is one of the solutions to the problems no faces by large cities. Although it is not the total answer, slum clearance is a necessary first step.</li> <li>The liberally educated man is not afraid of change because he has knocked down the prison walls and is ready for a life of learning. We may be on our way to a learning, instead of a working, society.</li> <li>Medical researchers seek new discoveries in the treatment of human disease by experimenting on animals. This practice is</li> </ol>	Classify the kind of cohesive devices	<b>10</b>



Indicator	Assesment			
	Type	Instrument	criteria	point (%)
		<p>called inhumane by antivivisectionists.</p> <p>4. Our dean has two remarkable traits. First, he never made decisions without examining alternatives. Second, he is on friendly terms with his entire faculty.</p> <p>5. In the midst of these hardships and persecutions, the powerful Brigham Young led his people on to the new Zion.</p>		
	Participation	<ul style="list-style-type: none"> <li>- frequency of class participation</li> <li>- Punctuality in submitting assignments</li> </ul>	<ul style="list-style-type: none"> <li>- General guide for scoring</li> <li>Criteria:</li> <li>85 - 100 (A)</li> <li>80 - 84 (A-)</li> <li>75 - 79 (B+)</li> <li>70 - 74 (B)</li> <li>65 - 69 (B-)</li> <li>60 - 64 (C+)</li> <li>55 - 59 (C)</li> <li>40 - 49 (D)</li> <li>&lt;40 (E)</li> </ul>	<b>20</b>

Surabaya, March 2020

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