

## Module/Course Handbook

<b>Paragraph Writing</b>					
<b>Module/Course Title</b>	<b>Student Workload</b>	<b>Credits (ECTS)</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
Extensive Reading	340 minutes x 15 meetings : 60 = 85 hours	2 CU (Credit Units) x 1.59 = 3.18 ECTS (European Credit Transfer System)	Even semester	2 CU x 15 meetings = 30	15 meetings
1	<b>Types of courses</b> a) lecturing b) discussion c) presentation	<b>Contact hours</b> (60+50)= 110x2= 220 minutes	<b>Independent study</b> 60x2=120 minutes	<b>Class size</b> 20 students	
2	<b>Prerequisites for participation (if applicable)</b> e.g. intensive reading				
3	<p><b>PLO</b></p> <p>PLO 4. Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa</p> <p>PLO 7. Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.</p> <p>PLO 8. Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement</p> <p><b>Course Learning outcomes</b></p> <ol style="list-style-type: none"> <li>1. Being able to estimate the title, word meaning, messages from complete text, and presenting the topic, and main ideas from the text in various genre &amp; topic.</li> <li>2. Being able to demonstrate the english language proficiency through reading text with several forms of activities in advance level.</li> <li>3. Being able to demonstrate students critical thinking and problem solving in thematic discussion from different genre of text and topic in advance level.</li> </ol>				
4	<p><b>Subject aims/Content (in advance level)</b></p> <ol style="list-style-type: none"> <li>1) main idea, supporting details, sequence, and cause and effect relationships,</li> <li>2) figurative language, predicting the author's point of view and language mood</li> <li>3) draw the conclusions and predict the outcomes of the text (in different context)</li> </ol>				

	4) review & presenting the ideas of teh text
5	<b>Teaching methods</b> e.g. lectures, discussion, presentation
6	<b>Assessment methods</b> Project assessment, portfolios of students work, written test
7	<b>This module is used in the following study programme as well</b> Undergraduate programme
8	<b>Modul Coordinator</b> Mamik Tri Wedawati, SS., M.Pd.
9	<b>References :</b> <ol style="list-style-type: none"> <li>1. Beatrice S. and Linda Jeffries. 2007. <i>Advanced Reading Power</i>. New York: Pearson Longman</li> <li>2. Short stories by Virginia Woolf, George Orwell, Ray Bradbury, Oscar Wilde, Margaret Atwood, JD Salinger, Leo Tolstoy, Gabriel G M, Mark Twain, James Joyce, Vladimir Nobokov, F.Scott Fitzgerald, John Updike, Edgar Allan Poe, Edith Wharton, Kate Chopin, O’henry</li> <li>3. Barnet, Sylvan &amp; Bedau, H. 2014. <i>Critical Thinking, Reading and Writing: A brief guide to argument</i>. Boston:Bedford/St.Martins</li> <li>4. Santamaria, Jenni Currie. 2017. <i>Better Reading English</i>. New York: McGraw-Hill.</li> </ol>