



**Universitas Negeri Surabaya Faculty of
Languages and Arts
English Language Education Study Program**

Document Code

Lesson Plan

COURSE	Code	Cluster	Credits	Semester	Compilation Date
Critical Reading	7920203035	Language Skills	T=3 P=0	4	
AUTHORIZATION Pratiwi Retnaningdyah, Ph.D.	Lesson Plan Developer		Coordinator		Head of Study Program
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Program Learning Outcome (PLO)	PLO				
	PLO 2	Being able to comprehend, analyse, and interpret literary and non-literary works in various genres and modes of communication.			
	PLO 6	Being able to create sound academic or non-academic works both oral and written for various audiences and purposes.			
	PLO 7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.			
	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.			
	Course Learning Outcome (CLO)				
	CLO 1	Being able to make use of methods and strategies in reading academic references critically.			
	CLO 2	Being able to compose summary of the selected academic references.			
	CLO 3	Being able to deliver ideas in written form appropriately as per intermediate level.			
	CLO 4	Being able to synthesize summary of the selected academic references.			
Course Description	This subject assists students to develop the critical thinking skills and to cultivate a critical response and reasoned point of view as basis for argument through the various genres of text the students read at university level. The materials covers (1) how to examine the evidence or arguments presented, (2) how to check out any influences on the evidence or arguments, (3) how to check out the limitation of focus, how to examine assumption or implications made and (4) what extent the students are prepared to accept the authors' arguments, opinion, or conclusions. The students will also be required to respond to texts in written response of summary. The classroom activities are conducted through group activities and classroom assignments.				
Learning Materials/ Topics	<ol style="list-style-type: none"> 1. Speed Reading 2. Note-taking 3. Assumption 4. Claim 5. Argument 6. C-E-R (Claim – Evidence – Reasoning) 7. Summary Writing 				
References	Primary	[1] Critical Reading Module Handbook			
	Supplementary	[2] Student Learning Development. (2009). Critical Reading. Retrieved from:			

		https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj2iJHG65jxAhXIfn0KHUylC24QFjABegQIBRAD&url=https%3A%2F%2Ftcsedsystem.instructure.com%2Fcourses%2F47572%2Ffiles%2F7907853%2Fdownload%3Fwrap%3D1&usg=AOvVaw0pHn6as1e2qc2s_p6-wcM
Lecturer(s)	Dian Rivia Himmawati Ayunita Leliana Laily Maulida Septiana Harti	
Prerequisite	Interpretive Reading	

Classroom Activities

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
1	Explaining Critical Reading and the importance of critical reading in Higher Education context	<ul style="list-style-type: none"> To understand why speed reading is important for critical reading To perform the application of speed reading strategy 	<ul style="list-style-type: none"> Critical reading Speed reading 	<ul style="list-style-type: none"> Speech Class discussion Small group discussion 	[1], [2]	150'	<ul style="list-style-type: none"> Practicing speed reading Enhancing academic vocabulary by discussing the Academic Word List provided at the beginning of Unit 1 handout. Measuring reading speed from a given text
2	Applying speed reading strategy for different purposes.	To measure reading speed based on different reading purposes on different texts.	Speed reading	<ul style="list-style-type: none"> Pair practice Individual practice 	[1]	150'	Measuring reading speed from different texts for different purposes
3	Outlining Cornell note-taking method	To demonstrate prescribed note taking method	Cornell note-taking method	<ul style="list-style-type: none"> Lecture Practice 	[1]	150'	<ul style="list-style-type: none"> Enhancing academic vocabulary by discussing the Academic Word List provided at the beginning

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
							<p>of Unit 2 handout.</p> <ul style="list-style-type: none"> • Knowing the importance of note-taking • Completing chunks of information on the Cornell note-taking exercise
4	Implementing Cornell note-taking method	To take note based on student's preferred reading according to the reading strategy in Unit 2: Cornell note-taking method.	Cornell note-taking method	Individual practice	[1]	150'	<ul style="list-style-type: none"> • Creating their own note on different texts using Cornell note-taking method.
5	Describing assumption and its characteristics	<ul style="list-style-type: none"> • To describe assumption. • To distinguish assumption according to their types. • To examine assumption found in the texts according to the type. 	Assumption	<ul style="list-style-type: none"> • Lecture • Class discussion 	[1]	150	<ul style="list-style-type: none"> • Enhancing academic vocabulary by discussing the Academic Word List provided at the beginning of Unit 3 handout. • Distinguishing explicit assumption from implicit assumption and factual assumption from analytical and moral assumption.
6	Evaluating assumption and its characteristics	To justify assumption found the text.	Assumption	Group practice	[1]	150'	By reading selected text, students locate,

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
							classify, and argue assumptions found in the text
7	UTS			Written text		100'	By completing online exam through Google Form, student analyse text from its vocabulary to the assumption found.
8	Examining claims made by authors of different texts.	<ul style="list-style-type: none"> To summarise claim To differentiate claim and contra claim To breakdown claim, contra claim, and evidence of the contra claim in the text 	Claims	<ul style="list-style-type: none"> Lecture Class discussion 	[1]	150'	<ul style="list-style-type: none"> Enhancing academic vocabulary by discussing the Academic Word List provided at the beginning of Unit 4 handout. Using different text, students learn to evaluate the claims made by the author in a field-specific texts.
9	Evaluating claims and its characteristics	<ul style="list-style-type: none"> To give reasons on the classification made on the claim and contra claim To prove the evidence of the contra claim 	Claims	Group practice	[1], [2]	150'	By reading selected text, students locate, classify, and argue claim, contra claim and the evidence found in the text.
10	Analysing argument according to its characteristics	<ul style="list-style-type: none"> To identify characteristics of argument 	Argument	<ul style="list-style-type: none"> Lecture Class discussion 	[1]	150'	<ul style="list-style-type: none"> Enhancing academic vocabulary by

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		<ul style="list-style-type: none"> To break down the components of an argument 					<p>discussing the Academic Word List provided at the beginning of Unit 5 handout.</p> <ul style="list-style-type: none"> Analyzing the argument, claim, premise, and conclusion of selected text
11	Synthesising argument	<ul style="list-style-type: none"> To produce argument in the written form 	Argument	<ul style="list-style-type: none"> Group practice Individual practice 	[1]	150'	Composing written strong argument by implementing the characteristics of good argument.
12	Breaking down the Claim – Evidence – Reasoning process in text	<ul style="list-style-type: none"> To identify process of identifying Claim – Evidence – Reasoning To break down text using C-E-R framework To respond to a text critically 	C-E-R	<ul style="list-style-type: none"> Lecture Focused group discussion 	[1], [2]	150'	<ul style="list-style-type: none"> Enhancing academic vocabulary by discussing the Academic Word List provided at the beginning of Unit 6 handout. Carrying out critical thinking through analysis of argument through Claim – Evidence – Reasoning graphic organizer.

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
13	Reorganising claim and argument for critical thinking using C-E-R framework	<ul style="list-style-type: none"> To break down text using C-E-R framework To respond to a text critically 	C-E-R	<ul style="list-style-type: none"> Group discussion 	[1], [2]	150'	Carrying out critical thinking on responding to different texts through analysis of argument through Claim – Evidence – Reasoning process.
14	Applying reading strategies to compose summary	<ul style="list-style-type: none"> To outline the generic structure potential of a rhetorical precis To make use the strategy of speed reading, note-taking, assumption-claim-argument analysis, and C-E-R framework successfully 	Summary	<ul style="list-style-type: none"> Lecture Discussion 	[1]	150'	<ul style="list-style-type: none"> Enhancing academic vocabulary by discussing the Academic Word List provided at the beginning of Unit 7 handout. By reading some different texts, students enhance their ability to make a summary of text of different genres.
15	Applying reading strategies to compose summary	To make use the strategy of speed reading, note-taking, assumption-claim-argument analysis, and C-E-R framework successfully	Summary	Individual practice	[2]	150'	By reading some different texts, students enhance their ability to make a summary of text of different genres.

Meetings	Competence	Indicator	Topics	Methods	Sources	Time allotment	Learning experience
16	Final exam			Written test		100'	By completing exam, students compose summary of selected text.

Assessment

Indicator	Assessment			
	Type	Instrument	Criteria	Point (%)
Student participation in the activities including giving opinion, suggestion, or comment.	Participation	Each time student is being absent will decrease 5 points and 5 point added when a student is noted being active. Student requires to fulfill 75% of participation for one semester.	Attendance, being active and being absent	20%
Student is able to complete the test.	Written Test	20 numbers of multiple choices and 5 numbers essay questions	Content, grammar, Vocabulary,	20%
Student is able to demonstrate some reading strategies in analyzing provided texts	Written Test	C-E-R chart and summary writing	Content, grammar, Vocabulary,	30%
Student is able to write academic summary	Written Test (paper)	Writing an opinion 300 words summary	Content, grammar, vocabulary,	30%

Approved by
Head of English Department

Surabaya, 20 January 2021
Lecturer

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