

WORKLOAD ASSESSMENT CRITICAL READING

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA

WORKLOAD ASSESSMENT
CRITICAL READING
Academic Year 2017/2018

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A. Lesson Plan and Course Assessment

 UNESA <small>Universitas Negeri Surabaya</small>		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	
		Laily Maulida Septiana Harti		Ayunita Leliana		Pratiwi Retnaningdyah, Ph.D.	
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	<p>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.</p>						
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=2ahUKewi2iJHG65jxAhXIfn0KHUyIC24QFiABegQIBRAD&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	

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 of Unit 2 handout. 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, 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 • To break down the components of an argument 	Argument	<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 5 handout. • Analysing 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.
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 	Summary	<ul style="list-style-type: none"> Lecture Discussion 	[1]	150'	<ul style="list-style-type: none"> Enhancing academic vocabulary by discussing

		<ul style="list-style-type: none"> To make use the strategy of speed reading, note-taking, assumption-claim-argument analysis, and C-E-R framework successfully 					<p>the Academic Word List provided at the beginning of Unit 7 handout.</p> <ul style="list-style-type: none"> 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.
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%

B. Course Evaluation and Development

1. Calculation of Student Workload

Module/Course Title	Student Workload	Credits (ECTS)	Semester Even semester	Frequency 3 CU x 15 = 45	Duration 15 meetings
Critical Reading	510 minutes x 15 / 60 minutes =127.5 hours	3 x 1.59= 4.77 ECTS			

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
3 CU	4,77	150 minutes x 15 = 2,250 minutes	180 minutes x 15 = 2,700 minutes	180 minutes x 15 = 2,700 minutes

2. Assessment of PLO

ASSESSMENT OF PROGRAM LEARNING OUTCOMES (PLO)

COURSE : Critical Reading
CREDIT : 3
STUDY PROGRAM : English Literature
PERIOD : 2017/2018 Genap
CLASS : 2016A, 2016B, & 2016C
PARTICIPANTS : 88

PROGRAM LEARNING OUTCOMES

PLO2. Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication.

PLO6. Being able to create sound academic or non-academic works both oral and written for various audiences and purposes

PLO7. Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.

PLO8. 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 OUTCOMES

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

CLO-PLO CORRELATION

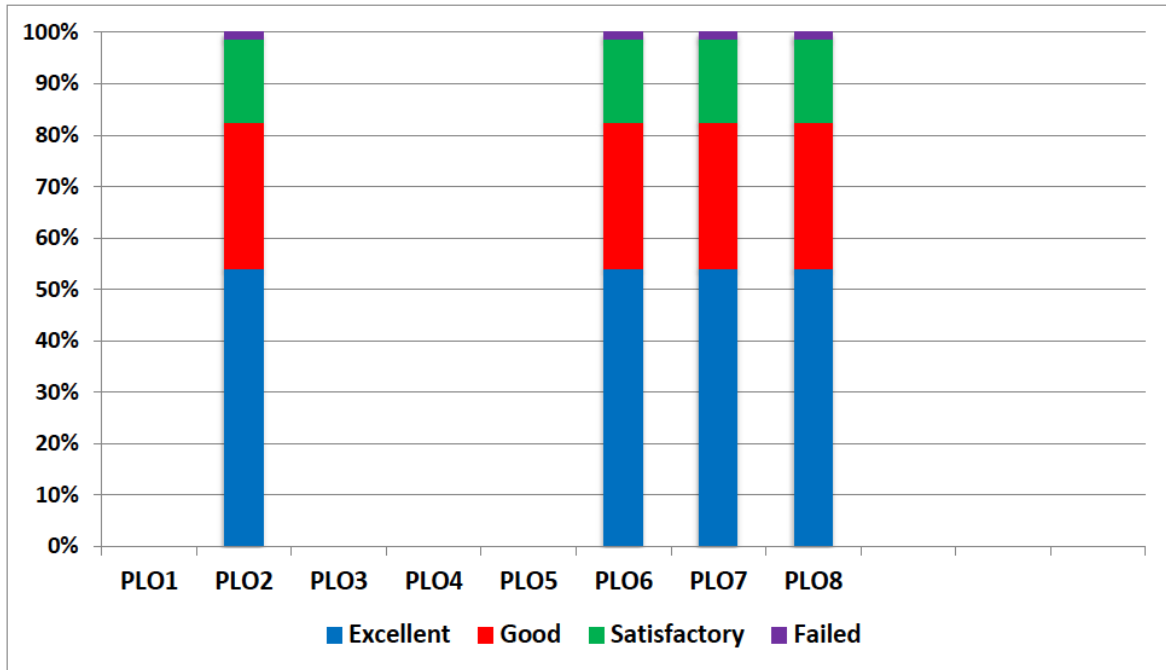
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO1		√						
CLO2						√		
CLO3							√	
								√

ASSESSMENT PLAN

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
CLO 1		√						
CLO 2						√		
CLO 3							√	
								√

STUDENTS' PERFORMANCE

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
Excellent		54%				54%	54%	54%
Good		28%				28%	28%	28%
Satisfactory		16%				16%	16%	16%
Failed		1%				1%	1%	1%



APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC

A. Assessment 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. Assignment Rubric

Name: _____

Date: _____

Reading Notes – Grading Rubric

	Poor 0-1	Needs Improvement 2	Acceptable 3	Great 4	Excellent 5
Heading	No header included	The header is missing three of the items listed under "Excellent."	The header is missing two of the items listed under "Excellent."	The header is missing one of the items listed under "Excellent."	Header includes: <ul style="list-style-type: none"> ✓ Name ✓ Date of the reading ✓ Class period ✓ The reading assignment (chapter and pages)
Organization	Notes are completely unorganized, or are just a list of bullet points.	Organization is missing three of the spaces listed under "Excellent."	Organization is missing two of the spaces listed under "Excellent."	Organization is missing one of the spaces listed under "Excellent."	Organization Includes: <ul style="list-style-type: none"> ✓ Space for the header on top of the page. ✓ A majority of space for the content on the right. ✓ Space for topic questions on the left. ✓ Space for the summary on the bottom.
Content	Minimal content, or evidence that reading was not completed.	<ul style="list-style-type: none"> ✓ Most major key points are missed. ✓ No use or definitions for vocabulary words. 	<ul style="list-style-type: none"> ✓ Some major key points are mentioned. ✓ A few vocabulary words are used and defined. 	<ul style="list-style-type: none"> ✓ Most major key points are mentioned. ✓ Some vocabulary words are included and defined. 	<ul style="list-style-type: none"> ✓ All major key points are mentioned. ✓ Many vocabulary words or unfamiliar words are included and defined.
Questions	No questions included	<ul style="list-style-type: none"> ✓ Questions are listed, but are not related to the key points. ✓ Very few or no key points have questions. 	<ul style="list-style-type: none"> ✓ Questions are somewhat related to the key points. ✓ Few major key points have questions. 	<ul style="list-style-type: none"> ✓ Questions are addressed to get at the major points. ✓ Most major key points have questions. 	<ul style="list-style-type: none"> ✓ Questions are thoughtfully phrased to get at the major points. ✓ All major key points have a question.
Summary	No summary provided	The Summary: <ul style="list-style-type: none"> ✓ Covers very few of the main points listed under the content. ✓ Does not make a connection to the student's life. ✓ No further question asked. 	The Summary: <ul style="list-style-type: none"> ✓ Covers some of the main points from the reading listed under the content. ✓ Does not make a connection to the student's life. ✓ No further question asked. 	The Summary: <ul style="list-style-type: none"> ✓ Covers most of the main points from the reading listed under the content. ✓ Makes a connection to the student's life. ✓ No further question is asked in the summary. 	The Summary: <ul style="list-style-type: none"> ✓ Covers all of the main points from the reading listed under the content. ✓ Makes a connection to the student's life. ✓ Takes all of the information and asks a further question.

Comments:

Grade:

b. Mid-term test

MID TERM RUBRIC
KEY ANSWER AND POINTS

1. Read the titles. What do you think the articles are about? What general assumptions do the authors try to convey? (5 points)
Answer: The article is about how one of the **Royal family members quit their throne**. As they want to live outside the empire of their family. The Authors want to share that even royal family has freedom of choice for its family members. (**wording may vary**)

2. Answer the reading comprehension questions below: (10 points)
 - a) What is the objective of the articles?
Answer: To **inform** the readers about what happen in Royal Family. (**wording may vary**)

 - b) What are the consequences of leaving the royal family?
Answer: they lose the most exclusive titles, will no longer receive financial support from the Royal Family, and they have to repay more than \$3 million in state funds for the refurbishment of their official residence. (**wording may vary**)

 - c) In article 1, why does the author mention Kate Middleton when she dated Prince William?
Answer: To bring back memory that **having ordinary people in the Royal Family is a controversial issue**, as she made to unkind tabloid headlines. (**wording may vary**)

 - d) What is the thread addressed to Prince William and Kate Middleton as Prince Harry married Meghan?
Answer: As the couple is mixed in colour, they are more charismatic and exotic that this **may outshine the William-Kate couple**. (**wording may vary**)

 - e) What is the Queen's perspective on the possible reconciliation of the couple compared to the royal watchers' ?
Answer: She has arranged a 12-month period of leaving the Royal Family and is **giving them a route back to royal life**. (**wording may vary**)

3. Define the following vocabularies by using the contextual clue. Do not forget to mention its part of speech. (10 points)
 - a. Precedent (article 1) **noun**. An earlier event or action that is regarded as an example or guide to be considered in subsequent similar circumstances.
 - b. Refurbishment (article 1) **noun**. The renovation and redecoration of something.
 - c. Reconcile (article 1) **verb**. To settle a problem/ a quarrel.
 - d. Alienate (article 1) **verb**. To cause to change from friendly or loving to unfriendly or uncaring.
 - e. Beneficiary (article 1) **noun**. A person who derives advantage from something.

- f. Procession (article 2) **noun**. A public entertainment consisting of a procession of people in elaborate, colourful costumes, or an outdoor performance of a historical scene.
- g. Limelight (article 2) **noun**. Coverage in media.
- h. Intrusion (article 2) **noun**. The action of interfering or intruding.
- i. Appointments (article 2) **noun**. The process or an instance of being formally placed in an office or organization.
- j. Patronages (article 2) **noun**. The act of furthering or helping forward.

4. Identify the reporting verbs employed by the authors and classify them into tentative, neutral, agreement, and disagreement! (20 points)

Reporting Verbs in Article 1: told, said, expected, communicated, emphasized, declared, rhapsodized

Reporting Verbs in Article 2: told, said, reported, expressed

Categorization:

NEUTRAL	TENTATIVE	AGREEMENT
<ul style="list-style-type: none"> ▪ said ▪ told ▪ communicated ▪ declared ▪ reported ▪ expressed 	<ul style="list-style-type: none"> ▪ expected 	<ul style="list-style-type: none"> ▪ emphasized ▪ rhapsodized

5. Identify 5 assumptions in each reading passages! (25 points)

Assumption in Article 1:

	Factual	Analytical	Moral
Explicit	<p>Prince Andrew, the queen's second son, was absent altogether (paragraph 9)</p> <p>Harry remains a prince, sixth in line to the throne (paragraph 14)</p>	<p>Harry has busied himself with a last series of appearances in recent days (paragraph 4)</p> <p>The choice of venue for the couple's final appearance was laden with symbols of the life Harry is leaving behind (paragraph 6)</p>	<p>It means that just because you're in the royal family doesn't mean you have to stay in the royal family (paragraph 7)</p>

		<p>Harry and Meghan’s leave-taking was a wistful coda (paragraph 10)</p> <p>the only clear beneficiary of the Harry and Meghan crackup is Prince William’s wife, the former Kate Middleton. (paragraph 18)</p>	
Implicit		<p>There is a quite tense relationship between Prince Harry and the Queen regarding the ‘obligation’ of being titled “royal”.</p> <p>There are some consequences of leaving the ‘royal’ title.</p>	<p>Prince Harry and Meghan to leave their royal title in search of their freedom and happiness, and there is a price to pay. (generated from the whole passage)</p>

Assumption in Article 2:

	Factual	Analytical	Moral
Explicit	<p>before setting off on their own (paragraph 1)</p> <p>Harry is the youngest son of the queen's eldest son and heir ... the 35-year-old will remain sixth</p>	<p>Harry and Meghan wave royal goodbye (title)</p> <p>giving them a route back to royal life (paragraph 23)</p>	<p>No matter what color you are, no matter what gender you are, you have a voice and you certainly have the right to speak up for what is right (paragraph 14)</p>

	<p>in line to the throne (paragraph 15)</p> <p>The couple had previously spoken about their struggle with the limelight (paragraph 17)</p>		
Implicit	Prince Harry and Meghan is about to set their lives free from being a part of the royal family	There are some consequences of leaving the 'royal' title.	<p>their decision to leave caused pros and contras in public (generated from paragraph 9)</p> <p>the children adore Meghan as a public figure (generated from paragraph 11 and 12)</p>

6. Write a summary of 200 words comparing the news delivered by the authors! (30 points)

Answer may varied, guide:

Both The Jakarta Post and New York Times have reported that Prince Harry and Meghan are about to leave their royal title. The Jakarta Post addressed that the reason all of this started was due to the prince's anger and dismay toward media intrusion throughout his lives. To add, New York Times emphasized that there were deepening internal dissent as well as clear public signs that they have lived an unhappy life being a part of the royal family. Their decision concludes a wretch situation that the royal family is currently experiencing. In the same occasion, New York Times reported the consequences of leaving the royal family. This entails that they will no longer use "His Royal Highness" and "Her Royal Highness" after their leaves. Despite leaving all the 'facilities' that they are entitled to, the couple shows no regret. In fact, they are looking forward to living their lives without being put in a particular standard. While New York Times is more focusing on the sad life the couple has led, The Jakarta Post concluded their news with the notion that the Queen is opening the way for the couple in case they want to go back to the Royal Family.

c. End-term tests

Rhetorical Précis Rubric

	Exceptional Mastery	Adequate Mastery	Approaching Mastery	Inadequate Mastery
Author, genre, title	Correctly identifies and includes the following: author's name and credentials, title, genre, and publication date	Includes almost all of the important details of the author's name and credentials, title, genre	Misses some of important aspect of author's name, title, and genre	Misses most or all of important aspect of author's name, title, and genre
Rhetorical verb and author's main claim	Has a strong claim that shows insight and understanding of the author's position. Includes an rhetorically accurate verb.	The rhetorically accurate verb may be somewhat generic, and the author's claim is accurate.	The author's claim is only partially stated or is oversimplified. Weak, vague, or generic verb.	Misreads or misstates the author's claim. Inaccurate or weak verb is used.
Support	Specifically addresses primary evidence in the text using accurate language.	Addresses relevant evidence in the text and uses correct language but may overlook a primary piece of evidence.	Only includes some primary evidence or is vague in identifying evidence. Language is incorrect.	Fails to address how important evidence.
Purpose	Purpose tightly connects to the claim.	Purpose is generic or mimics the claim.	Purpose does not connect to the claim. Purpose is inaccurate.	Purpose is entirely inaccurate.
Audience and Tone	Accurately identifies the tone, clearly explains who the target audience is and their attitude towards the author's message.	Accurately identifies the tone, clearly explains who the target audience is, but may overlook their attitude towards the author's message.	Is general in identifying the audience. The identified tone is vague or unclear.	Misidentifies the audience and/or tone or does not include the audience at all.

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

b. Sample of Course Log Book



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN
TINGGI

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laman: unesa.ac.id
email : bakpk@unesa.ac.id

Aktivitas Perkuliahan

Nama Matakuliah : Critical reading

Dosen :

DIAN RIVIA HIMMAWATI
(197504032005012003)

Kelas : 2016B

Jadwal & Ruang : T08.02.01 (07.00 - 09.30) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen	Kesesuaian	Saran
1	08-02-2018	Pertemuan ke 1	1. Basic Course Outline 2. Unit 1 : Vocabulary to learn	25	Terjadwal	Dian Rivia Himmawati	Sesuai	
2	15-02-2018	Pertemuan ke 2	1. UNIT 1 : Speed reading 2. vocabularies, reading comprehension questions, text analysis questions 3. measuring reading speed	28	Terjadwal	Dian Rivia Himmawati	Sesuai	
3	22-02-2018	Pertemuan ke 3	1. UNIT 1 : Speed reading 2. reading strategy practice	25	Terjadwal	Dian Rivia Himmawati	Sesuai	
4	01-03-2018	Pertemuan ke 4	1. UNIT 2 : note taking 2. introduction to Cornell note-taking system 3. reading strategy practice	28	Terjadwal	Dian Rivia Himmawati	Sesuai	
5	08-03-2018	Pertemuan ke 5	1. UNIT 2: note taking 2. Reading strategy: paraphrasing using reporting verbs	28	Terjadwal	Dian Rivia Himmawati	Sesuai	
6	15-03-2018	Pertemuan ke 6	1. UNIT 3: assumption 2. text poster analysis	31	Terjadwal	Dian Rivia Himmawati	Sesuai	
7	22-03-2018	Pertemuan ke 7	MID-TERM TEST	31	Terjadwal	Dian Rivia Himmawati	Sesuai	

8	29-03-2018	Pertemuan ke 8	1. UNIT 4: Claim 2. Class delivery through WhatsApp Group voice notes and chats discussion	31	Terjadwal	Dian Rivia Himmawati	Sesuai
9	05-04-2018	Pertemuan ke 9	1. UNIT 4: Claim 2. Class delivery through WhatsApp Group voice notes and chats discussion	31	Terjadwal	Dian Rivia Himmawati	Sesuai
10	12-04-2018	Pertemuan ke 10	1. UNIT 5: Argument 2. Self-study through Google Classrooms discussion board	31	Terjadwal	Dian Rivia Himmawati	Sesuai
11	19-04-2018	Pertemuan ke 11	1. UNIT 5: Argument 2. Class delivery through WhatsApp Group voice notes and chats discussion 3. Discussing students answers that have been submitted through Google Classrooms Question feature	31	Terjadwal	Dian Rivia Himmawati	Sesuai
12	26-04-2018	Pertemuan ke 12	1. UNIT 5: Argument 2. Class delivery through WhatsApp Group voice notes and chats discussion 3. Identifying and evaluating argument	31	Terjadwal	Dian Rivia Himmawati	Sesuai
13	03-05-2018	Pertemuan ke 13	1. UNIT 6: CER (Claim-	31	Terjadwal	Dian Rivia Himmawati	Sesuai

			<p>Evidence-Reasoning)</p> <p>2. Class delivery through WhatsApp Group voice notes and chats discussion</p> <p>3. Reading strategy: using CER framework in answering a question and writing an argumentative essay.</p>				
14	16-05-2018	Pertemuan ke 14	<p>1. UNIT 7: Summary writing</p> <p>2. Class delivery through WhatsApp Group voice notes and chats discussion</p> <p>3. Reading strategy: Writing rhetorical summary</p>	31	Terjadwal	Dian Rivia Himmawati	Sesuai
15	17-05-2018	Pertemuan ke 15	<p>1. UNIT 7: Summary writing</p> <p>2. Reading strategy: Writing rhetorical summary</p>	31	Terjadwal	Dian Rivia Himmawati	Sesuai

c. Sample of Assignment:

1. Select your preferred reading.
2. Take note of the important information from your selected reading using Cornell note-taking system.
3. See the rubric as for your guide in composing the note.

d. Sample of Midterm Test and Final Exam:

Critical Reading Mid Semester Test

Welcome to the Critical Reading Mid Semester Online Test. Refer to the reading passages shared on your WAG and answer the following questions. There will be 4 (FOUR) sections of prompts following the identity section.

The respondent's email (**null**) was recorded on submission of this form.

*** Required**

1. Email *

2. Full Name *

3. Student Number *

4. Password *

Reading
Comprehension

The questions below are related to the reading passages to check your understanding on the passages.

5. Read the titles. What do you think the articles are about? What general assumptions do the authors try to convey? * 5 pc

6. What is the objective of the articles? * 2 pc

7. What are the consequences of leaving the royal family? * 2 pc

8. In article 1, why does the author mention Kate Middleton when she dated Prince William? * 2 pc

9. What is the thread addressed to Prince William and Kate Middleton as Prince Harry married Meghan? * 2 pc

10. What is the Queen's perspective on the possible reconciliation of the couple compared to the royal watchers'? * 2 pc

Vocabularies

Define the following vocabularies by using the contextual clue. Do not forget to mention its part of speech.

11. Precedent (article 1) 1 p

12. Refurbishment (article 1) 1 p

13. Reconcile (article 1) 1 p

14. Alienate (article 1) 1 p

15. Beneficiary (article 1) 1 p

16. Procession (article 2) 1 p

17. Limelight (article 2) 1 p

18. Intrusion (article 2) 1 p

19. Appointments (article 2) 1 p

20. Patronages (article 2) 1 p

Identifying the Passages

21. Identify the reporting verbs employed by the authors and classify them into tentative, neutral, agreement, and disagreement! 20 pc

22. Identify 5 assumptions in each reading passages! 25 pc

SUMMARY

Note: please refer to the Summary Rubric Description when you summarise the passage

23. Write a summary of 200 words comparing the news delivered by the authors! 30 pc

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Google Forms

Final exam question paper



KEMENTERIAN RISET TEKNOLOGI DAN DIKTI
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS

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UJIAN AKHIR SEMESTER GENAP 2017/2018

MATA KULIAH	: Critical Reading
KODE MATA KULIAH	: 7920203035
JUMLAH SKS	: 3 SKS
PRODI/ ANGKATAN	: Sastra Inggris/2016
HARI/ TANGGAL	: Kamis, 31 Mei 2018
ALOKASI WAKTU	: 90 menit
DOSEN	: Dian Rivia H, S.S, M.Hum Mamik Tri Wedawati, S.S, M.Pd

1. Write down a précis that summarize the key concept of the article “Critical Elements of Culturally Competent Communication in the Medical Encounter” by Cayla R. Teal and Richard L. Street that can be accessed here:

<https://www.dropbox.com/s/z7pyu3og3gh3693/CRITICAL%20ELEMENTS%20OF%20CULTURALLY%20COMPETEN%20COMMUNICATION%20IN%20THE%20MEDICAL%20ENCOUNTER.pdf?dl=0>.

In your précis, you are to address the following:

- 1) Sentence one : Name of author, genre, and title of work, date in parentheses; a rhetorically active verb; and a THAT clause containing the major assertion or thesis in the text.
- 2) Sentence two : An explain nation of how the author develops and supports the thesis.
- 3) Sentence three : A statement of the author’s apparent purpose, followed by an “in order to” phrase.
- 4) Sentence four : A description of the intended audience and/or the relationship the author establishes with the audience.
- 5) Sentence five : An explanation of the significance of the work.

Here are a few things to keep in mind:

- Write in text, not bullet points.
- The précis should be precise but not overly technical.
- Grades will be based on how accurately and effectively you convey the information.
- Grammar counts.
- The précis should be in A4 pages, double spaced, 12 point type, and one inch margins.
- 50 points.

2. Based on the article, what course of action that the author proposed to increase Physicians’ cultural competence? Write your answer in the form of five-paragraph essay. Support your answer (claim) using logical reasoning and **three** relevant evidences from the article. (50 points)

e. Sample of Students’ Answer to Assignment, Midterm Test and Final Exam:

Sample of Student’s assignment answer:

Name : VIENNA FRANCESCA
Student No. : 16020154016
Class : 2016

I hereby state truthfully that I do the examination by myself.



(Vienna Francesca)

Cornell Note-Taking
(Reporting Verbs Include, Summary)

Topic : 69% of travelers ready for overseas travel during pandemic	
Cues	Notes
1. pandemic	1. the COVID-19 pandemic has forced both business and leisure travelers to put their plans on hold
2. lost 20 bookings	2. Shahira Travel, lost 20 bookings in February alone as a result of the pandemic
3. Protocol	3. Some people believed that face masks were the most effective safety measures in planes and at airports, provided facilities required all passengers and staff to wear them.
	You have to applied a certification from applied a certification from institution in their country, they allow tourist who are show non-reactive covid those who are returning home are required to take a polymerase chain reaction test

<p>Summary</p> <p>The global pandemic force all the travel business to on hold all the plan. Shahira Travel, lost 20 bookings in February alone as a result of the pandemic. Due to all tourist will doing their travel in pandemic situation, some airport suggest all Tourist and Staff to wear a face masks. Meanwhile in Turkey, the goverment wants all the Tourist who wants to travel to Turkey, need to applied certification from the institution in their country, on a non reactive person who can enter Turkey. For those who wants to comeback from Turkey, required to take a take a polymerase chain reaction test.</p>

Name: Vienna Francesca

Date: 9 February 2017

Reading Notes – Grading Rubric

	Poor 0-1	Needs Improvement 2	Acceptable 3	Great 4	Excellent 5
Heading	No header included	The header is missing three of the items listed under "Excellent."	The header is missing two of the items listed under "Excellent."	The header is missing one of the items listed under "Excellent."	Header includes: ✓ Name ✓ Date of the reading ✓ Class period ✓ The reading assignment (chapter and pages)
Organization	Notes are completely unorganized, or are just a list of bullet points.	Organization is missing three of the spaces listed under "Excellent."	Organization is missing two of the spaces listed under "Excellent."	Organization is missing one of the spaces listed under "Excellent."	Organization Includes: ✓ Space for the header on top of the page. ✓ A majority of space for the content on the right. ✓ Space for topic questions on the left. ✓ Space for the summary on the bottom.
Content	Minimal content, or evidence that reading was not completed.	✓ Most major key points are missed. ✓ No use or definitions for vocabulary words.	✓ Some major key points are mentioned. ✓ A few vocabulary words are used and defined.	✓ Most major key points are mentioned. ✓ Some vocabulary words are included and defined.	✓ All major key points are mentioned. ✓ Many vocabulary words or unfamiliar words are included and defined.
Questions	No questions included	✓ Questions are listed, but are not related to the key points. ✓ Very few or no key points have questions.	✓ Questions are somewhat related to the key points. ✓ Few major key points have questions.	✓ Questions are addressed to get at the major points. ✓ Most major key points have questions.	✓ Questions are thoughtfully phrased to get at the major points. ✓ All major key points have a question.
Summary	No summary provided	The Summary: ✓ Covers very few of the main points listed under the content. ✓ Does not make a connection to the student's life. ✓ No further question asked.	The Summary: ✓ Covers some of the main points from the reading listed under the content. ✓ Does not make a connection to the student's life. ✓ No further question asked.	The Summary: ✓ Covers most of the main points from the reading listed under the content. ✓ Makes a connection to the student's life. ✓ No further question is asked in the summary.	The Summary: ✓ Covers all of the main points from the reading listed under the content. ✓ Makes a connection to the student's life. ✓ Takes all of the information and asks a further question.

Comments: the note-taking was quite comprehensive and followed the Cornell system well

Grade: **23**

f. Sample of Mid-term Test

Critical Reading Mid Semester Test

Welcome to the Critical Reading Mid Semester Online Test. Refer to the reading passages shared on your WAG and answer the following questions. There will be 4 (FOUR) sections of prompts following the identity section.

Full Name *

MUHAMMAD IQBAL NURCAHYO REYNALDI

Student Number *

16020154044

Password *

CR1920

Reading Comprehension

The questions below are related to the reading passages to check your understanding on the passages.

Read the titles. What do you think the articles are about? What general assumptions do the authors try to convey? * 5 points

The articles are about the decision of Prince Harry and Meghan to leave the Royal Family. The general assumption is Prince Harry and Meghan are unhappy with their lives in Royal Family.

What is the objective of the articles? *

2 points

To inform the reader.

What are the consequences of leaving the royal family? *

2 points

They will stop using their titles, quit their royal roles, and give up most public funding of their lifestyles.

In article 1, why does the author mention Kate Middleton when she dated Prince William? 2 points

*

Because of Harry and Meghan crackup then perhaps she become the only clear beneficiary.

What is the thread addressed to Prince William and Kate Middleton as Prince Harry married Meghan? *

2 points

There was a danger, when Meghan and Harry were first married, that they were going to eclipse William and Kate.

What is the Queen's perspective on the possible reconciliation of the couple compared to the royal watchers'? *

2 points

The Queen would welcome Prince Harry and Meghan back at any time.

Vocabularies

Define the following vocabularies by using the contextual clue. Do not forget to mention its part of speech.

Precedent (article 1)

1 point

An action or official decision that can be used to give support to later actions or decisions (N)

Refurbishment (article 1)

1 point

The renovation (N)

Reconcile (article 1)

1 point

Restore friendly relations (V)

Alienate (article 1)

1 point

Isolate (V)

Beneficiary (article 1)

1 point

Someone who gets advantages from an action or change (N)

Procession (article 2)

1 point

A cavalcade (N)

Limelight (article 2)

1 point

A situation in which someone receives a lot of attention (N)

Sample of End-term Test

Name : FARAH KAMILIA
Student Number : 16020154057

1. A précis of the article “Critical Elements of Culturally Competent Communication in the Medical Encounter: A Review and Model” by Cayla R. Teal and Richard L. Street

Cayla R. Teal and Richard L. Street, in the article “Critical Elements of Culturally Competent Communication in the Medical Encounter: A Review and Model” (2008), explain that a model of culturally competent communication is used to increase physicians’ cultural competence of communication. Teal and Street support their explanation by describing four critical elements of culturally competent communication in the medical encounter and the model of culturally competent physician communication which is integrating critical elements of cultural competence with communication skills. Their purpose is to foster physician-communication competence in order to interact with cultural variation in patients. They establish a formal and concerned tone with physicians who are interested in the culturally competent communication model in the medical encounter. The article has reviewed the culturally competent communication model and shows that it has both strengths and limitations.

2. Five-paragraph essay of action that author proposed to increase physician’s cultural competence.

Physicians should increase their cultural competence to make an effective communication with different cultural of patients in medical encounter. They should take an action to improve their cultural competence. They could implement the culturally competent communication (CCC) model and improve these important elements of CCC, communication repertoire, situational- and self-awareness, and adaptability to increase

physicians' cultural competence for creating effective patient-centered communication with cultural variation in patients.

Implementing communication repertoire is important. One piece of evidence is a recent study of faculty, medical students, and patients' perception of cultural competence demonstrates that a cultural competence repertoire must reflect attitudes of empathy, caring, and respect that are fundamental to all care, and include foundational skills such as active listening, attending to socio-cultural aspects of the illness, eliciting patient perspectives, and empowering the patient to make decisions. This means that those skills in communication is essential to build a relationship with the patient; and to foster success in information gathering, and patient problems assessment and management.

Improving situational- and self-awareness is also important. A physician with situational- and self-awareness will notice patient cues and expectations, and the nuances of interaction, especially to recognize misunderstandings due to physician and patient's differences. For example, a self-awareness physician might recognize his tendency over negative emotional reactions to a patient of a specific either race or religion, and try to control his emotion so that it does not influence medical decisions.

Another important element to improve is adaptability. It is important and is needed in communication between a physician and patients in order to accommodate the unique needs and characteristics of those patients. However, this ability can be improved by reflective practice. For example, a female physician engaged in culturally competent reflective practice would notice a male patient's silence as a cue signaling discomfort. She will draw upon an understanding of beliefs about physician authority and communication styles and is able to discover a reason, both cultural and patient-specific, that is complicating development and follow-through on a treatment plan.

In conclusion, action is needed to increase physicians' cultural competence. Optimizing important elements of a model of culturally competent communication is the way for increasing. Physicians with cultural competence will create an appropriate communication in interacting with culturally different patients.

Final Exam Critical Reading

GRADEMARK REPORT

FINAL GRADE

98/10

GENERAL COMMENTS

Instructor

PART I

Fulfilling all the **Exceptional Mastery** criteria for the précis writing.

PART II

The essay has clear thesis statement before actually explaining the 3 ways to increase the physician's CCC, which answers the question "what course of action that the author propose to increase **Physicians' cultural competence?**". However, when employing relevant evidences from the article, you need to work with the citation format, like mentioning the page, using quotation mark, etc.

PAGE 1

PAGE 2

PAGE 3
