

Module/Course Title: Academic Reading (Critical Reading)					
Module/ course code (if used)	Student workload	Credits (ECTS)	Semester	Frequency	Duration
SBI 4209	8,5 hours per week	3 CU x 1,58 = 4,74 ECTS	4 th	3 CU x 14 = 42	16 meetings (14 meetings for face to face + 2 exams)
1	Types of courses a) coursework	Contact hours 3 CU x 170 minutes = 510 = 8,5 hours per week	Independent study 3 CU x 60 minutes = 180 minutes = 3 hours	Class size 27 students	
2	Prerequisites for participation (if applicable) Students must enroll in Academic Reading (Critical Reading) class				
3	<p>Learning outcomes: This three-credit course is designed to help the students to be able to be readers who weigh information from multiple sources and examine events, settings, characters, and issues from multiple perspectives. By taking this course, the students are expected to be able to read critically text to enhance their social competence in understanding of current national and international events to give solutions to problems for personal, local, and global concern. Reading materials cover scientific, academic, and literary texts requiring students to do reading activities in the level of analysis, evaluation, and creation. Therefore, students are involved in the activity of distinguishing between facts and opinion, inferring meanings, making generalization, making synthesis, summary and paraphrasing, analyzing the writer's tone, analyzing the writer's bias and analyzing the writer's purpose.</p> <p>Programme Learning Outcomes:</p> <p>PLO 1 Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works.</p> <p>PLO 2 Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society.</p> <p>PLO 3 Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism.</p> <p>Intended Learning Outcomes:</p> <p>ILO 1 Students are able to show responsibilities in performing academic activities based</p>				

	<p>on religious values, morals, and ethics.</p> <p>ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment.</p> <p>ILO 3 Students are able to demonstrate language skills by using proper English</p> <p>ILO 4 Students are able to analyse the development of linguistic, literary and cultural phenomena in the global and digital era</p> <p>ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts</p> <p>ILO 6. Students are able to use media and technology into their learning and research activities</p> <p>Course Learning Outcomes:</p> <p>CLO 1 Students are able to read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively</p> <p>CLO 2 Students are able to understand specialized articles outside his/her field, in which the writers adopt particular stances or viewpoints provided; and they can use a dictionary occasionally to confirm his/her interpretation of terminology.</p> <p>Additionally, the tasks and assignments are expected to gear the students to nurture their soft skills in working it others</p>
4	<p>Subject aims/Content</p> <p>1. Week1: Introduction to the Course (unit 1)</p> <p>(LLO-1) Students understand the coverage of the course</p> <p>Indicators:</p> <p>I.1 Capability to mention the topics discussed in the course</p> <p>I.2 Capability to explain the objective of the course</p> <p>2. Week 2-: Identifying fact Vs Opinion (unit 2)</p> <p>(LLO-2) Students are able to distinguish between facts and opinion</p> <p>Indicators:</p> <p>I.3 Accuracy in distinguishing fact vs opinion</p> <p>I.4 Capability to relate the text relates to their personal life experience</p> <p>3. Week 3-4: Identifying relevant and irrelevant facts and justified and unjustified opinion (unit 3)</p> <p>(LLO-3) Students are able to distinguish between relevant and irrelevant facts</p> <p>(LLO-4) Students are able to distinguish between justified and unjustified opinion</p>

Indicators:

I.3 Accuracy in distinguishing relevant vs irrelevant fact

I.3 Accuracy in distinguishing justified and unjustified opinion

4. **Week 5 : making inference (unit 4)**

(LLO-5) Students are able to draw an inference form the surrounding context

Indicators:

I.5 Accuracy in drawing the inference

I.6 Comprehension in explaining the explicit and implicit meaning of the text

5. **Week 6: Unit 6 (Making a generalization)**

(LLO-6) Students are able to distinguish between accepted and non accepted generalization

(LLO-7) Students are able to understand hasty generalization

Indicators:

I.7 Accuracy in identifying generalization appear in the text

I.8 Precision in mentioning the generalization and its types

6. **Week 7: Quiz (recalling material 1-6)**

(LLO-7) Students are able to answer the quiz well

7. **Week 8: Mid-term Examination**

(LLO-8) Students are able to do material 1-6

Indicator:

I.9 Accuracy in explaining material 1-6 based on the question given

8. **Week 9-10 Summarizing vs paraphrasing**

(LLO-9) Students are able to identify techniques of summarizing and paraphrasing

(LLO-10) Students are able to distinguish between paraphrasing and summarizing

Indicator:

I.10 Accuracy in making a summary

I.11 Accuracy in making a paraphrase

	<p>9. Week 11-12: Synthesizing</p> <p>(LLO-11) Students are able to synthesize from different sources</p> <p>Indicator: I.12 Mastery in producing a synthesis from many different sources</p> <p>10. Week 13 Tone</p> <p>(LLO-12) Students are able to identify the author’s tone delivered in a text</p> <p>Indicator: I.12 Mastery in identifying tones of many kinds of text types</p> <p>11. Week 14 Bias</p> <p>(LLO-13) Students are able to identify the writer’s bias found in a text</p> <p>Indicator: I.12 Mastery in identifying author’s bias</p> <p>12. Week 15 Authors purpose</p> <p>(LLO-14) Students are able to identify the author’s purpose</p> <p>Indicator: I.12 Mastery in identifying the author’s purpose</p> <p>13. Week 16: Final Examination</p>
5	<p>Teaching methods</p> <p>lectures, discussions, presentation</p>
6	<p>Assessment methods</p> <ol style="list-style-type: none"> 1. Class Participation In order to maximize the learning opportunities in this course, students are required to share their critical thought on the piece of text given 2. Individual Assignment Each student is assigned to do individual work of a certain unit mastery as instructed 3. Quiz Quiz enables the teacher to graph an overall understanding regarding students’ achievement 4. Mid term

Students are assigned to do a mid term covering units discussed in meeting 1-6

5. Final test

Students are assigned to do a final test covering units discussed in meeting 9-15

Assessment Summary:

Assessment Task	Task Type	Due	Percentage
Class participation	Individual	Process based assessment	10%
Group presentation	Individual	Meeting: 4 (identifying facts vs opinion) Meeting 14 (bias)	20%
Quiz	Individual	Meeting 7	15%
Mid Test	Individual	Meeting 8	25%
Final Test	Individual	Meeting 16	30%
TOTAL			100%

It should be noted that attendance at lectures is mandatory, and that attendance and participation in lectures will be rewarded with 10% of the grade.


7 This module/course is used in the following study programme/s as well

8 Module Coordinator

Emy Sudarwati, S.S., M.Pd

9 Resources

Critical Reading Module. 2012. Tim. Fakultas Ilmu Budaya

	BRAWIJAYA UNIVERSITY FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGES AND LITERATURE STUDY PROGRAMME OF ENGLISH LITERATURE	
STUDENT TASK GUIDELINE		
COURSE: CODE:	Critical Reading/ Academic Reading SBI 4209 CU 3/Semester 4	
TEACHER	Team	
TASK FORM:		
Presentation		
NAME OF TASK: Presentation		
<ul style="list-style-type: none"> -Text discussed “ Fertility for sale” - Measuring students’ critical thinking in topic related to identifying facts and opinion -Measuring students critical argument and opinion supported by relevant facts - Identifying authors’ viewpoints related to “ fertility for sale” along with critical argument backed by relevant theories (facts) 		
COURSE LEARNING OUTCOME:		
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DESCRIPTION		
<p>This activity is a presentation exercising students critical thinking on the issue raised related to “ fertility for sale”. Issues like tube baby, surrogate mother, egg selling will be elaborately and extensively discussed here. Here the essence of having justified opinion supported by relevant facts is the utmost importance</p>		
METHOD OF COMPLETION		
<ol style="list-style-type: none"> 1. All students are group into 6 2. Each group consists of 5 members 3. Students present the text by identifying two different viewpoints (agree and disagree) and showing audiences each author’s view points and their group opposition 4. Students present author’s opinion should be justified and backed up with relevant facts 		
OUTCOMES		
a. Object:		
b. Outcome: evaluation of students' critical language awareness		
Assessment Rubric for Critical Thinking		
Criteria	4	3

	Exemplary	Accomplished
Interprets evidence, statements, graphics, questions	Accurately interprets information	Satisfactorily interprets information
Identifies salient arguments , reasons and claims, and pros and cons	Precisely and accurately identifies relevant arguments, pros and cons	Identifies relevant arguments, pros and cons
Analyzes and evaluates major alternative points	Consistently and thoughtfully analyzes and evaluates major alternative points of view	Offers analysis and evaluation of obvious alternative points of view
Draws meaningful and warranted conclusions	Draws consistently accurate conclusions	Draws fairly accurate conclusions

(Adapted from www.fsw.edu)

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

Non graded

TIME

Meeting 1

OTHERS

REFERENCES



BRAWIJAYA UNIVERSITY
FACULTY OF CULTURAL STUDIES
DEPARTMENT OF LANGUAGES AND
LITERATURE
STUDY PROGRAMME OF ENGLISH
LITERATURE

STUDENT TASK GUIDELINE

COURSE:

Critical Reading/ Academic Reading

CODE:

SBI 4209 CU 3/Semester 4

TEACHER

Team

TASK FORM:

Presentation

NAME OF TASK: Presentation

- Text discussed “ identifying bias in product”
- Measuring students’ critical thinking in topic related to bias on presented in product advertisement
- Measuring students critical argument on the bias found, are they strongly positive or strongly negative
- Measuring students critical argument on the bias found, are they weakly positive or weakly negative
- Identifying authors’ bias by identifying the signaling words present

COURSE LEARNING OUTCOME:

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DESCRIPTION

This activity is a presentation exercising students critical thinking on the issue raised related to “ fertility for sale”. Issues like tube baby, surrogate mother, egg selling will be elaborately and extensively discussed here. Here the essence of having justified opinion supported by relevant facts is the utmost importance

METHOD OF COMPLETION

5. All students are group into 6
6. Each group consists of 5 members
7. Students present the text by identifying bias on product advertisement
8. Students present author’s bias whether its weak or strong
9. Students show signaling words to bias

OUTCOMES

c. Object:

d. Outcome: evaluation of students' critical language awareness

Assessment Rubric for Critical Thinking

Criteria	4 Exemplary	3 Accomplished
Interprets evidence, statements, graphics, questions	Accurately interprets information	Satisfactorily interprets information
Identifies salient arguments , reasons and claims, and pros and cons	Precisely and accurately identifies relevant arguments, pros and cons	Identifies relevant arguments, pros and cons
Analyzes and evaluates major alternative points	Consistently and thoughtfully analyzes and evaluates major alternative points of view	Offers analysis and evaluation of obvious alternative points of view
Draws meaningful and warranted conclusions	Draws consistently accurate conclusions	Draws fairly accurate conclusions

(Adapted from www.fsw.edu)**INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING**

Non graded

TIME

Meeting 1

OTHERS**REFERENCES**

