

<b>Module/Course Title: Extensive Reading</b>					
<b>Module/ course code (if used)</b>	<b>Student workload</b>	<b>Credits (ECTS) 3</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
SBI 61011	8,5 hours per week	CU x 1,58 = 4,74 ECTS	6 <sup>th</sup>	3 CU x 14 = 42	16 meetings (14 meetings for face to face + 2 exams)
<b>1</b>	<b>Types of courses</b> a) coursework	<b>Contact hours</b> 3 CU x 170 minutes = 510 = 8,5 hours per week	<b>Independent study</b> 3 CU x 60 minutes = 180 minutes = 3 hours	<b>Class size</b> 27 students	
<b>2</b>	<b>Prerequisites for participation (if applicable)</b> Students must enroll in extensive Reading class				
<b>3</b>	<p><b>Learning outcomes:</b></p> <p>This course aims to improve students' ability to comprehend and analyze various types of texts encountered in daily life, such as popular articles found in print and online media. The students are expected to be 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. Has a broad active reading vocabulary, but may experience some difficulty with idioms. They are also equipped with reading comprehension skills 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><b>Programme Learning Outcomes:</b></p> <p><b>PLO 1</b> 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><b>PLO 2</b> 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><b>PLO 3</b> 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><b>Intended Learning Outcomes:</b></p> <p><b>ILO 1</b> Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics.</p> <p><b>ILO 2</b> Students are able to uphold entrepreneurship values in cooperating with the society and environment.</p> <p><b>ILO 3</b> Students are able to demonstrate language skills by using proper English</p> <p><b>ILO 5</b> Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts</p> <p><b>ILO 6.</b> Students are able to use media and technology into their learning and research activities</p>				

	<p><b>Course Learning Outcomes:</b></p> <p><b>CLO 1</b> 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><b>CLO 2</b> 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><b>Subject aims/Content</b></p> <p>1. <b>Week1: Introduction to the Course</b></p> <p><b>(LLO-1)</b> Students understand the coverage of the course</p> <p><b>Indicators:</b></p> <p>I.1 Capability to mention the topics discussed in the course I.2 Capability to explain the objective of the course</p> <p>Teaching strategy: lecture, class discussion</p> <p>2. <b>Week 2-3: Activating Prior Knowledge: <u>Pop Psychology: Chicken Soup for the Soul</u></b></p> <p><b>(LLO-2)</b> Students are able to identify word's meaning <b>(LLO-3)</b> Students are able to tell how the text relates to their personal life experience</p> <p><b>Indicators:</b></p> <p>I.3 Accuracy in identifying the word's meaning I.4 Capability to relate the text relates to their personal life experience</p> <p>Teaching strategy: lecture, class discussion</p> <p>3. <b>Week 4-5: Understanding Explicit and Implicit information: <u>Fun Facts about World's History: 12 Amazing Historical Facts That Homeschool History Has Taught Us</u></b></p> <p><b>(LLO-4)</b> Students are able to retell the story <b>(LLO-5)</b> Students are able to explain the explicit and implicit meaning of the text</p> <p><b>Indicators:</b></p> <p>I.5 Accuracy in retelling the detail of the story I.6 Comprehension in explaining the explicit and implicit meaning of the text</p> <p>Teaching strategy: group presentation, class discussion, individual assignment</p> <p>4. <b>Week 6-7: Recognizing Mood and Tone of Text: <u>Letters: Letters of A Javanese Princess</u></b></p> <p><b>(LLO-6)</b> Students are able to understand the tone of the text</p>

	<p><b>(LLO-7)</b> Students are able to understand the mood of the text</p> <p><b>Indicators:</b>  I.7 Accuracy in mentioning the tone of the text  I.8 Precision in mentioning the mood of the text</p> <p>Teaching strategy: group presentation, class discussion, individual assignment</p> <p>5. <b>Week 8: Mid-term Examination</b></p> <p><b>Week 9-10: Distinguishing Facts from Opinion:</b> <u>Popular Science</u>: <i>Do Aliens Exist?</i></p> <p><b>(LLO-8)</b> Students are able to distinguish facts from opinion</p> <p><b>Indicator:</b>  I.9 Accuracy in explaining which one is fact or opinion in a text</p> <p>Teaching strategy: group presentation, class discussion, individual assignment</p> <p>6. <b>Week 11-13: Identifying Cause-Effect &amp; Forming Judgements:</b> <u>Short Story</u>: <i>The Tell-Tale Heart</i> (Edgar Allan Poe)</p> <p><b>(LLO-9)</b> Students are able to analyze plot of the story from cause-effect perspective  <b>(LLO-10)</b> Students are able to form personal judgements after reading the story</p> <p><b>Indicator:</b>  I.10 Accuracy in explaining the plot of the story  I.11 Comprehension in explaining personal judgement after reading the story</p> <p>Teaching strategy: group presentation, class discussion, individual assignment</p> <p>7. <b>Week 14-15: Topic Consultation:</b> Discussing students' topics for final project</p> <p><b>(LLO-11)</b> Students are able to develop good topics for their individual project from the materials discussed in the previous sessions</p> <p><b>Indicator:</b>  I.12 Mastery in comprehending the topic</p> <p>Teaching strategy: group presentation, class discussion, individual assignment</p> <p>8. <b>Week 16: Final Examination</b></p>
5	<p><b>Teaching methods</b></p> <p>lectures, discussions, presentation, final project work</p>

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**Assessment methods**

1. Attendance  
Each student is assigned to attend at least 80% of the number of total meeting
2. Class Participation  
In order to maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary readings, but they are also expected to interact with peers and the topics as directed in class discussions and activities.
3. Reading Journal  
Each student is assigned to write reading journal after reading a new text, in which they can expose their analysis on tone and mood, as well as cause-effect relationship of selected text/short story.
4. Group Presentation  
Students are required to work collaboratively in analyzing and presenting the characteristics and contents of various texts that belong to popular psychology, fun facts, letter, and short story. This method is aimed at encouraging the students to think more critically.
5. Quiz  
Quiz enables students to identify gaps in knowledge or in other words to identify how well the students understand the prominent differences of facts from opinion.
6. Mid-term Examination  
The students are required to take a written test to know their understanding the previous topics discussed in meeting 1-7. Thus, it is essential for the students to take the test.
7. Final Examination (Individual Essay)  
The work of the semester will culminate in a final paper that synthesizes the knowledge gained from reading various texts. They can choose their own text from among the genres discussed in the sessions. The purpose of this paper is to demonstrate the students' ability to analyze text based on the reading comprehension skills taught in this course.

**Assessment Summary:**

Task Type	Assessment Task	Due	Weighting
<b>Participative Activity</b>	Attendance	Through the semester	5%
	Class Participation	Through the semester	10%
	Reading Journal 1: Analyzing tone and mood in <i>Letters of A Javanese Princess</i>	Week 9	15%
	Reading Journal 2: Analyzing cause-effect relation in Edgar Allan Poe's <i>The Tell-Tale Heart</i>	Week 12	15%
<b>Collaborative Project Outcome</b>	Group Work: making presentation on the characteristics and content of	Week 3, 5, 9,11,13	15%

		texts that belong to popular psychology, fun facts, letter, and short story		
	<b>Quiz</b>	Analyzing fact vs opinion in popular science articles	Week 10	10%
	<b>UTS</b>	Individual Reading Test	Week 8	15%
	<b>UAS</b>	Individual Essay	Week 16	15%
	<b>TOTAL</b>			100%
<b>7</b>	<b>This module/course is used in the following study programme/s as well</b>			
<b>8</b>	<b>Module Coordinator</b>  Dyah Eko Hapsari, M.Hum.			
<b>9</b>	<b>Resources</b>  British Broadcasting Corporation. (2021). <i>12 Amazing Historical Facts That Homeschool History Has Taught Us</i> . Accessed through <a href="https://www.bbc.co.uk/programmes/articles/1RsQY1BmY1X4828RxNRqm5p/12-amazing-historical-facts-that-homeschool-history-has-taught-us">https://www.bbc.co.uk/programmes/articles/1RsQY1BmY1X4828RxNRqm5p/12-amazing-historical-facts-that-homeschool-history-has-taught-us</a> .  Canfield, Jack and Mark Victor Hansen. (1995). <i>3<sup>rd</sup> Serving of Chicken Soup for the Soul</i> . Venice: Backlist LLC.  Kartini, Raden Adjeng. (1921). <i>Letters of A Javanese Princess</i> . Translated by Agnes Louise Symmers. London: Duckworth & Co.  Poe, Edgar Allan. (n.d). <i>The Tell-Tale Heart</i> . PDF Version			