

Module/Course Title: Short Functional Reading					
Module/ course code (if used)	Student workload	Credits (ECTS)	Semester 1 st	Frequency 3 CU x 14 = 42	Duration 16 meetings (14 meetings for face to face + 2 exams)
SBI 4108	8,5 hours per week	3 CU x 1,58 = 4,74 ECTS			
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 30 students	
2	Prerequisites for participation (if applicable) Students must enroll in SFR (Short Functional Reading) class				
3	<p>Learning outcomes: This course equips students with the ability to understand and respond to short functional texts in public spaces and in the workplace. The goal is to improve the noticin' ability or sensitivity to these texts which in turn will support their writing skills. The main attention is directed to the written linguistic or stylistic features commonly used in written language communication.</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 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 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</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-: Are you into Reading?: Previewing and Predicting (unit 1)</p> <p>(LLO-2) Students are able to distinguish between facts and opinion</p> <p>Indicators:</p> <p>I.3 Accuracy in distinguishing previewing vs predicting</p> <p>I.4 Capability to relate short functional text found in their daily life</p> <p>3. Week 3: What are you doing this weekend: Scanning (unit 2)</p> <p>(LLO-3) Students are able to do scanning to find out specific information</p> <p>Indicators:</p> <p>I.3 Accuracy in identifying specific information using scanning strategy</p> <p>4. Week 4 : Context clues: Smart agreement (unit 3)</p> <p>(LLO-4) Students are able to identify kinds of context clues used in reading passages</p>

Indicators:

I.5 Accuracy in identifying types of context clues used in reading

I.6 Comprehension in determining meaning of an unknown word from context clues

5. **Week 5-6: Unit 4 (Let's talk about science: skimming)**

(LLO-5) Students are able to identify general information from a text

(LLO-6) Students are able to understand skimming technique

Indicators:

I.7 Accuracy in practicing skimming

6. **Week 7: Quiz (recalling material from week 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 test taken from material from week 1-6

Indicator:

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

8. **Week 9-10: Let's go Green (topic)**

(LLO-9) Students are able to identify topic of a passage

(LLO-10) Students are able to identify the characteristics of a topic

Indicator:

I.10 Accuracy in determining a topic

9. **Week 11: Our Frantic Life**

(LLO-11) Students are able to identify main idea of a reading passage

Indicator:

I.12 Mastery in identifying and producing main idea from a reading passage

10. **Week 12 Can you guess what I mean? (Inference)**

(LLO-12) Students are able to draw an inference from reading passage

Indicator:

I.12 Mastery in identifying inferences

	<p>11. Week 13 Who has died? Obituary (LLO-13) Students are able to identify the structure of obituary</p> <p>Indicator: I.12 Mastery in identifying obituary from many different cultures</p> <p>12. Week 14 Is there any letter for me? (LLO-14) Students are able to identify the structure of a letter</p> <p>Indicator: I.12 Mastery in identifying the structure of a letter</p> <p>13. Week 15 A look back from the past (Paragraph development) (LLO-14) Students are able to identify the types of paragraph development</p> <p>Indicator: I.12 Mastery in identifying types of paragraph development</p> <p>14. Week 16: Final Examination</p>
5	<p>Teaching methods</p> <p>lectures, discussions, group work (Project based Learning)</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 actively get involved in class. 2. Group Work 1 Students are gathered into groups and instructed to identify the main idea of reading passages popular article. 3. Group Work 2 and Presentation With the same groups, students are instructed and monitored in making various short functional text (flyer) campaigning about Environment and Green Life. The outcomes will be a short functional text (flyer) about Environment and Green Life. The students also will conduct a presentation explaining their works and campaign. 4. Quiz Quiz enables the teacher to graph an overall understanding regarding students' achievement. 5. Mid term Students are assigned to a do a mid term covering units discussed in meeting 1-6. 6. Final Test

Students are assigned to do a mid term covering units discussed in meeting 9-15.

Assessment Summary:

Task Type	Assessment Task	Due	Weighting
Participative Activity	Attendance	Through the semester	5%
	Class Participation	Through the semester	5%
	Group Work 1: identifying main idea of reading passages popular article	Week 9	5%
	Group Work 1: making various short functional text (flyer) about Environment and Green Life	Week 9	15%
	Presentation of various short functional texts (flyer) about Environment and Green Life	Week 10	15%
Collaborative Project Outcome	Short functional texts (flyer) about Environment and Green Life	Week 10	10%
Quiz (optional)	Scanning and Skimming Test	Week 7	10%
UTS	Individual Reading Test	Week 8	15%
UAS	Individual Reading Test	Week 16	15%
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

Ida Puji Lestari, M.Pd

9

Resources

SFR Module. 2014. Tim. Fakultas Ilmu Budaya



**BRAWI
JAYA
UNIVE
RSITY
FACUL
TY OF
CULTU
RAL
STUDIE
S
DEPAR
TMENT
OF
LANGU
AGES
AND
LITER
ATURE
STUDY
PROGR
AMME
OF
ENGLI
SH
LITER
ATURE**

**STUDE
NT
TASK
GUIDE
LINE**

**COURSE:
CODE:**

**Critical
Reading
/
Academ
ic
Reading
SBI
4
108
C
U
3/Semest
er 4**

TEACHER

Team

TASK FORM:

Group work

NAME OF TASK:group work Presentation

-students are assigned to do a project based learning that is creating short functional text types (Flyers) in response top their active involvement in combating the spread of covid 19 virus.

-A class consisting of 35 students was divided into 7 groups of five students. They are assigned to make up campaign project of a Covid-19 of which they can have flyers on different subject themes depending on group tasks.

- . Bringing the topic on Covid-19 pandemic students were introduced on the critical global literacy practice for the first meeting and see how do these students actualize their critical thinking in responding to topic brought to the classroom. The second up to the sixth week deal with in group discussion developing a covid-19 flyers on various themes 1) how to handle patients with Covid19 positive, 2) How to live in the new normal era, 3) health protocol in public services, 4) how to handle the burial of patients positive Covid-19, and 5) the social distancing (PSBB) mechanism. Each group discuss the assigned topic by referring to the flyers related to the topics of discussion. The in group zoom meeting is formatted into zoom video to be presented and commented by the teacher and the whole class member. At the end of practicum, the author reflects her teaching by asking them randomly on what they formerly do not know and what they finally know after joining the session.

-Reflective field notes were made to ensure whether students have shown indication of critical global literacy and position themselves as the world’s citizen. The sixth up to the tenth week is the time for students to present their poster and flyers with regard to the project they have made to campaign on the effort of making a halt to the spread of Covid-19.

COURSE LEARNING OUTCOME:

-

DESCRIPTION

This activity is a presentation exercising students critical thinking on the issue raised related to “ covid-19 pandemic” by producing short functional text covering topics like group discussion developing a covid-19 flyers on various themes 1) how to handle patients with Covid19 positive, 2) How to live in the new normal era, 3) health protocol in public services, 4) how to handle the burial of patients positive Covid-19, and 5) the social distancing (PSBB) mechanism.

METHOD OF COMPLETION

1. All students are group into 6
2. Each group consists of 5 members
3. Students present their flyers in front of the class

OUTCOMES

- a. Object:
- b. 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	Limited in of informa
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	Relevant a not clearly
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	Mostly ign superficial obvious al points of v
Draws meaningful and warranted conclusions	Draws consistently accurate conclusions	Draws fairly accurate conclusions	Draws unv fallacious

(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: Short Functional Reading
CODE: SBI CU 3/Semester 4
TEACHER Team

TASK FORM:

Presentation

NAME OF TASK: Presentation

- Text discussed “ popular articles contain difficult word”
- Measuring students’ sensitivity in guessing meaning from contexts
- Identifying clues by identifying the signaling words present

COURSE LEARNING OUTCOME:

-

DESCRIPTION

This activity is a presentation exercising students critical thinking on the issue raised related to context clues enabling students to just guess the meaning of a word without looking at the dictionary.

METHOD OF COMPLETION

4. All students are group into 6
5. Each group consists of 5 members
6. Students present the text of popular articles they have chosen and present the articles and identify the clues used

OUTCOMES

- c. Object:
- d. Outcome: evaluation of students' critical language awareness

Assessment Rubric for Critical Thinking

Criteria	4 Exemplary	Acco
Interprets evidence, statements, graphics, questions	Accurately interprets information	Satisfactor informatio
Identifies salient arguments , reasons and claims, and pros and cons	Precisely and accurately identifies relevant arguments, pros and cons	Identifies r arguments.
Analyzes and evaluates major alternative points	Consistently and thoughtfully analyzes and evaluates major alternative points of view	Offers anal evaluation alternative

Draws meaningful and warranted conclusions	Draws consistently accurate conclusions	Draws fairly conclusions
(Adapted from www.fsw.edu)		
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING		
Non graded		
TIME		
Meeting 1		
OTHERS		
REFERENCES		

