



**STATE ISLAMIC UNIVERSITY FATMAWATI SUKARNO BENGKULU**  
**FACULTY OF TEACHER TRAINING AND EDUCATION**  
**ENGLISH DEPARTEMENT**

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**SEMESTER-BASED COURSE PLAN**

COURSE		CODE	COURSE GROUP	CREDIT	SEMESTER	DATE OF WRITING
CRITICAL READING			BASIC COMPETENCE COURSE	2	3	August 2022
AUTHORISED BY:		Semester-Based Course Plan Developer		Course Group Coordinator		Head of Department
		Risnawati				
Expected Learning Outcome (ELO)	Department's ELOs that must be referred to by the course					
	ELO 1	Ability to apply academic and professional working culture in performing jobs related to English language, English literature, and English Language Teaching (ELT).				
	ELO 2	Ability to explain theories of English language, English literature or ELT required in related job.				
	ELO 3	Ability to explain the relationship between English language, English literature, ELT, and cultural concepts required in related jobs.				
	ELO 4	Ability to perform spoken and written English communication in the context of cultural diversity.				
	ELO 6	Ability to analyze spoken and written texts, based on English language, English literature, or ELT theories.				

	<b>Course Learning Outcome (CLO)</b>	
	<b>CLO 1</b>	Ability to understand and apply learning strategies to increase the comprehension and retention of information from texts
	<b>CLO 2</b>	Ability to examine patterns of organization from texts.
	<b>CLO 3</b>	Ability to identify main idea and evaluate supporting detail.
	<b>CLO 4</b>	Ability to identify structure or organization of an argument.
	<b>CLO 5</b>	Ability to distinguish between facts and opinions in text.
	<b>CLO 6</b>	Ability to identify assumptions, bias, stereotypes, author's point of view, connotative and denotative meanings.
	<b>CLO 7</b>	Ability to analyze the common types of fallacies.
	<b>CLO 8</b>	Ability to identify the evidence of a text: accuracy, logic and completeness and validity.
	<b>CLO 9</b>	Ability to evaluate the text
	<b>CLO10</b>	Ability to identify synthesis of ideas
	<b>Lesson Learning Outcome (LLO)</b>	
	<b>LLO 1</b>	Ability to understand and apply variety reading and learning strategies, ' previewing and predicting', and 'skimming' to increase the comprehension and retention of information from texts.
	<b>LLO 2</b>	Ability to understand and use patterns of organization in reading
	<b>LLO 3</b>	Ability to identify main idea and supporting details to improve understanding of texts.
	<b>LLO 4</b>	Ability to identify the structure or organization of an argument include issues, conclusions, and reasons in reading.
	<b>LLO 5</b>	Ability to differentiate between facts and opinions in texts.
	<b>LLO 6</b>	Ability to interpret assumption, bias, stereotypes, author's point of view, and connotative and denotative meanings in text
	<b>LLO 7</b>	Ability to identify common errors in reasoning.
	<b>LLO 8</b>	Ability to assess the accuracy of evidence given in supporting an author's argument
	<b>LLO 9</b>	Ability to synthesize ideas on related issues from intertextual sources in reading text.
<b>Course Description</b>	This course is designed for helping students to sharpen their critical reading skill, to improve their academic literacy, and expand their general knowledge. Students will read a variety of texts in order to improve their analytical, interpretive, and evaluative skill. Students will synthesize text in all forms in order to develop new ideas and conclusions. They will apply critical and evaluative skill for research, presentation, and written assignments.	
<b>Learning Materials</b>	1. Various reading and learning strategies. 2. Patterns of organization of text. 3. Main idea and supporting details of text.	

	4. Structure or organization of an argument. 5. Facts and opinions in text. 6. Assumption, bias, stereotypes, author's point of view, and connotative and denotative meanings in text. 7. Common errors in reasoning. 8. Accuracy of evidence given in supporting an author's argument. 9. Synthesizing on related issues from intertextual sources in reading text.
<b>References</b>	<b>Main:</b>
	1. Seal, Bernard. 2000. Academic Encounters. Reading, Study Skill, and Writing. New York: Cambridge University Press. 2. Sonka, Amy L. 1981. Skillful Reading. A text and workbook for students of English as a second language. London: Prentice-Hall International, Inc.
	<b>Supporting:</b>
	Mikulecky, Beatrice S and Linda Jeffries. 1996. More Reading Power. New York: Addison-Wesley Publishing Company, Inc.
<b>Lecturers in charge</b>	1. Risnawati, M.Pd.
<b>Pre-requisite subject</b>	N/A

Week	Meeting	Lesson Learning Outcomes	Scoring		Leaning Activities Learning Methods, Students' Tasks, [ Estimated Time]		Learning Materials [References]	Scoring Percentage (%)
			Indicator	Scoring Criteria & Scoring Form	online	offline		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
I	1	Ability to master the concept of academic prerequisites to follow within one semester.	Clarity in Describing the ability obtained and the activities done in following the subject.	Criteria: Clarity, accuracy, communicative .		Form: Lecturing Method: self-directed learning, small group discussion TM [(2x(2x50)]	Learning contract, RPS, CPMK, Permenristekdikti no. 44 Year 2015, KKNi Document, UIN FAS Academic Regulation.	
II	2	Ability to understand and apply variety reading and learning strategies,' previewing and predicting', and 'skimming' to increase the comprehension and retention of information from texts.	*Clarity and accuracy in Using Strategies previewing and predicting to increase the Comprehension of the text and students save time on reading. *Accuracy in Applying Reading strategies, skimming,	Criteria: Clarity, accuracy, and classroom activities. Task 1 previewing and predicting Task 2 skimming		Form: Lecturing Method: self-directed learning, discussion, collaborative learning. TM [ (2x(2x50m)]	Unit 2 p-34, Unit 8 p-132	5

			students will save time on reading assignment					
III	3	Ability to identify main idea and supporting details to improve understanding of texts	Clarity and accuracy in saving time on reading	Criteria: Classroom activities		Form: Lecturing Method: self-directing learning, small group discussion. TM: [(2x(2x50m))]	Unit 6, p-89	5
IV-V	4-5	Ability to understand and use patterns of organization in writing (Listing, Sequence, Comparison/Contrast and Cause/Effect)	Clarity and accuracy to explain the main idea and supporting details to improve students' ability to understand the texts	Criteria: accuracy, classroom activity and discussion.	LMS PT + BM [(1x(2x60m))] Task: The students upload their assignment on writing a biography of their selves.	Interactive lecturing, Self-directed learning, Cooperative learning. TM [2x(2x50m)]	Unit 7, p-101	5
VI-VII	6-7	Ability to identify an argument includes issues, conclusions, and reasons in writing.	Clarity in identification an argument, conclusion and reasons in writing	Criteria: Clarity, accuracy, and classroom activity		Form: Interactive lecturing Self-directed learning Collaborative learning TM: [2x(2x50m)]	Chapter 4	5
VIII	8	Mid Term Test						15
IX	9	Ability to differentiate	Clarity and Accuracy to	Criteria: clarity and		Form: Interactive	Chapter 5	10

		between facts and opinions on texts	differentiating between fact and opinion	accuracy, classroom activities		lecturing, students' presentation in a small group. TM [2x(2x50m)]		
X	10	Ability to interpret assumption, bias, stereotypes, author's point of view, and connotative and denotative meanings in text	Clarity and Accuracy in interpreting assumption, bias, stereotypes, author's point of view, and connotative and denotative meaning in text.	Criteria: Clarity and accuracy. Classroom activity.		Form: Interactive lecturing, Students presentation In a small group. TM [2x(2x50m)]	Chapter 6	10
XI- XII	11-12	Ability to analyze the impact of fallacies in an argument	Clarity and accuracy in analyzing the impact of fallacies in an argument.	Criteria: Clarity and accuracy. Classroom activity		Form: Interactive lecturing Students' presentation in a small group. TM [2x(2x50m)]	Chapter 7	10
XIII	13	Ability to assess the accuracy of evidence given in support of an author's argument		Criteria: Clarity and accuracy.  Classroom activity		Form: Interactive lecturing Students' presentation in a small group. TM [2x(2x50m)]	Chapter 8	10
XIV- XV	14-15	Ability to synthesize ideas on related issues from intertextual sources	Clarity and accuracy analyzing and evaluating	Criteria: Clarity and accuracy. Classroom	LMS PT + BM [(1x(2x60m))] Task:		Chapter 9	10

			Evidence. Clarity and accuracy to synthesize articles.	activity	The students upload their assignment on writing synthesize article using evidence			
XVI	16	FINAL TEST						15

