

Please think of one English course that is offered at a university level. Then, write a possible course outline for that course. Feel free to give context for your course outline.

Answer:

This format of the outline course is based on the module in Soepriyatna (2019);

**UNIVERSITAS NEGERI TESTING
FAKULTAS BAHASA DAN SENI
BAHASA DAN SASTRA INGGRIS/PENDIDIKAN BAHASA INGGRIS**

1. *Administrative information* :

Name of Course : ***Reading for Academic Purposes***
Course Code : RAP 5401
Semester : 2
Credit : 2 Credits
Lecturer : Dr. Dessy Dwi Yudha Santhi, M. Pd
Contact : 0852-6600-0035
e-mail : drdessydwiyudhasanthi@gmail.com
officer hour : Monday, 10 - 12
Friday, 08 - 11

2. *Goals and Objectives*

Goals:

After finishing this course, the students should be able to comprehend academic literature and be comfortable using reading skills such as summarizing, paraphrasing, and synthesis.

Objectives:

The students will be able to after finishing this course:

1. Understand a variety of academic texts, including essays, opinion papers, journal articles, and reviews.
2. Learn reading strategies so that you can be an independent and critical reader.
3. Give Responding to some academic text.
4. Developing reading methods, including summarizing, paraphrasing, synthesizing, and determining the point of view, purpose, tone, and intended audience of the writers.

3. *Course Description*

This course covers and develops comprehension skills to improve the academic reading performance of ELT students. This includes understanding scientific texts such as essays, journal articles, opinion papers, and reviews. The texts deal with topics related to language teaching. This course addresses diversity issues related to the development of reading comprehension, problem-solving and critical thinking. Students should become independent readers and be adept at reading, including summarizing, paraphrasing, and synthesizing. This course integrates complementary reading and writing tasks, with a special emphasis on reasoning, responding to problems arising from reading in class, and communicating tasks. Emphasis is on developing and applying reading skills in interpretation, analysis, criticism of ideas arising in academic reading, technology integration, and documentation.

4. References

Required Text:

Hartman, Pamela, and Laurie Blass. 2007. *Quest 3: Reading and Writing*. New York: McGraw Hill

Mossback, Gerald and Vivienne Mossback. 1976. *Practical Faster Reading*. Cambridge; Cambridge University Press.

Recommended Text:

Montgomery, M., Durant, A., Fabb, N., Furniss, T., and Mills, S. 2007. *Ways of Reading (3rd edition)*. London: Routledge.

Grabe, W and Stoller, F. 2002. *Teaching and Researching Reading*. London: Longman.

5. Structure and sequences of class activities

<i>Session/date</i>	<i>Topic and Activities</i>	<i>Reading</i>	<i>Assignment</i>
Session 1 / 11 January 2022	Introduction to the course outline	Lecturer's syllabus and students' handout	Question Answer Session
Session 2 / 18 January 2022	Identify the topic of the text	Hartman, Pamela, and Laurie Blass Chapter 1, pp 1-15	Discussion and QA Session about the topic of the text
Session 3 / 25 January 2022	Identify the main idea of the text or paragraph and identify supporting detail.	Hartman, Pamela, and Laurie Blass Chapter 1, pp 15-25	Discussion and Question Answer Session, and Quiz 1

		Mossback, Gerald and Vivienne Mossback, Chapter 1, pp 1 – 10	
Session 4 / 01 February 2022	Drawing inferences and comprehending implied messages from the text	Hartman, Pamela, and Laurie Blass Chapter 2, pp 30-50 Mossback, Gerald and Vivienne Mossback, Chapter 1, pp 15 – 45	Discussion and Question Answer Session
Session 5 / 08 February 2022	Drawing conclusions and recognizing facts and opinions.	Hartman, Pamela, and Laurie Blass Chapter 2, pp 51-70 and other relevant references.	Discussion and Question Answer Session
Session 6 / 15 February 2022	Identifying the purpose and tone of the authors. Summarizing and taking the conclusions	Hartman, Pamela, and Laurie Blass Chapter 3, pp 70-90	Writing Task and Quiz 2
Session 7 / 22 Februari 2022	Summarizing and taking the conclusion of the text.	Hartman, Pamela, and Laurie Blass Chapter 3, pp 70-90 and others relevant references	Discussion and Question Answer Session
Session 8 / 01 March 2022	Recognizing facts and opinions in the text and drawing the conclusion	Montgomery, M., Durant, A., Fabb, N., Furniss, T., and Mills, S, Chapter 1, pp. 1 – 50	Discussion and Question Answer Session

Session 9 / 08 March 2022	Review	All modules relevant to Reading for Academic Purposes	Writing Task and Quiz 3
Session 10 / 15 March 2022	Identifying and distinguishing patterns of organization of essays	Grabe, W, and Stoller, F. 2002, Chapter 2, pp 70-150	Discussion and Question Answer
Session 11 / 22 March 2022	Paraphrasing and summarizing text and paragraph	Hartman, Pamela, and Laurie Blass Chapter 4, pp 150-200	Discussion and Question Answer
Session 12 / 29 March 2022	Paraphrasing and summarizing paragraphs and texts, and review	All modules relevant to the topic	Writing Task and Quiz 4
Session 13 / 05 April 2022	Evaluating credibility and arguments a text, summarizing and paraphrasing paragraphs and texts.	Grabe, W, and Stoller, F, Chapter 4, pp 170-250	Discussion and Question Answer Session
Session 14 / 12 April 2022	Synthesizing ideas from the texts, summarizing the text and the hypothesis, interpreting the author's purpose, fact, and opinion	Montgomery, M., Durant, A., Fabb, N., Furniss, T., and Mills, S Chapter 4, pp. 250-350	Discussion and Question Answer Session
Session 15 / 19 April 2022	Synthesizing, summarizing from different texts, respond to the text.	All modules relevant to the Reading for Academic Purposes	Task writing and Quiz 5
Session 16 / 27 April 2022	Final Exam	All modules relevant to the Reading for Academic Purposes	Final Task

Media

- PowerPoint

- Laptop and Proyektor

6. *Grading Procedures*

Course Assessment	Remarks	Percentage
Quizzes (1 – 5)	Individual	20 %
Writing Task	Individual	20 %
Discussion and QA Session	Group	20 %
Final Task	Individual	40 %

Grading Policy:

A	85 – 100
B	76 – 84
C	60 – 75
D	50 – 59
E	≤49

7. *Other Policies*

Attendance	Students must attend at least 75% of the total attendance both virtual and face-to-face, and lecturers must record student participation as a form of class attendance.
Being late	15-minute lateness is considered absent.

Reference:

Soepriyatna. 2019. *EFL Curriculum and Materials Development*. Tangerang Selatan, Banten: Universitas Terbuka.

