



HAMZANWADI UNIVERSITY
FACULTY OF LANGUAGES, ARTS AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

**Document
Code**

PBI-25

SEMESTER LEARNING PLAN (SLP)

COURSE		Course Code	Course Cluster	Credits		SEMESTER	Date
EXTENSIVE READING		PBI6529		T=2	P=0	4	1 March 2025
Authorization		Course Syllabus Developer		Course Cluster Coordinator		Coordinator of study program	
		(Astrid Dwimaulani, MA)		(Nama)		(M. Adib Nazri, M.Pd)	
Program Learning Outcomes (PLOs)	Program Learning Outcomes (PLOs) Mapped to the Course.						
	CPL-1	Demonstrates religious values, upholds humanitarian principles, morals, and academic ethics, and integrates Islamic and NWDI values into linguistic, pedagogical, and professional practices grounded in social responsibility					
	CPL-3	Able to use general and academic English equivalent to B2 CEFR level orally and in writing for academic and professional communication effectively, accurately, critically, and adaptively in multicultural and digital environments at local, regional, and global levels					
	CPL-4	Able to apply English for Specific Purposes (ESP) at B2 CEFR level to meet workplace, industry, and entrepreneurship needs based on English proficiency					
	CPL-8	Able to collaborate, communicate effectively, demonstrate leadership, conduct self-reflection and self-evaluation, and take responsibility for individual and team performance in professional contexts					
	Course Learning Outcomes (CLOs)						
	CLOs	• Understand the benefits of reading activities					
	CLOs	• Describe the characteristics of British and American novels					
	CLOs	• Identify and differentiate the characteristics of British and American novels					
	CLOs	• Evaluate the effectiveness of reading short stories					
	CLOs	• Create a detailed account of someone experiences from biography and autobiography					
	CLOs	• Demonstrate critical thinking by evaluating arguments presented in popular articles					
	CLOs	• Reflect on the ethical considerations frequently discussed in scientific journals					

	Sub-Course Learning Outcomes (Sub-CLOs)	
	Sub-CLOs	The students are able to know the cognitive and social benefits of reading
	Sub-CLOs	The students are able to review British and American novel
	Sub-CLOs	The students are able to summarize and simplified novel
	Sub-CLOs	The students are able to analyze short stories
	Sub-CLOs	The students are able to analyze biography and autobiography
	Sub-CLOs	The students are able to report popular articles
	Sub-CLOs	The students are able to report scientific journals
Course description	This course is designed to develop students' reading proficiency in English at an advanced level. The material covers more than seven thousand word-reading materials: novel, simplified novel, short stories, popular articles, and scientific journals, for the students to have literal, inferential, and critical comprehension. The activities are emphasized on reviewing, summarizing, analyzing, and reporting the reading materials.	
Learning material	1. Benefits of reading 2. British and American novels 3. simplified novel 4. short stories 5. biography and autobiography 6. popular articles 7. scientific journals	
References	Primary source/core textbook	
	Required: Mortimer J. Adler and Charles Van Doren (1972) <i>How To Read A Book</i> .	
	Additional learning resources:	
	Recommended: 1. Kris_Madden. (2009). <i>Learn_To_Speed_Read_The_Official</i>_San Francisco, California, 94105, USA	

2. Judy S. Richardson, Raymond F. Morgan, Charlene E. Fleener (2009). Reading to Learn in the Content Areas. USA.							
Lecturer		Astrid Dwimaulani, MA					
Prerequisite		-					
Week	Sub-Learning Outcomes (Expected)	Assessment		Learning Experiences		Learning Materials [References]	Grading Weight (%)
		Indicators	Criteria & Type of Evaluation	Luring (<i>offline</i>)	Daring (<i>online</i>)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	- The students are expected to know the definition and benefits of reading, cognitively and socially. - The students are expected to know definition and types of novels	- Students are able to know definition and advantages of reading - Students are able to understand what is novel - Students are able to identify British and American novels - Students are able to classify the novel		Offline: read and discuss two types of English novels		1. Articles 2. British and American novels 3. Mortimer J. Adler and Charles Van Doren (1972) <i>How To Read A Book</i>	4%
2	The students are expected to review novels	Students are able to review novels	Type: Individual/Group Technique: Oral/written test	Offline: review novels		1. British and American novels 2. Mortimer J. Adler and Charles Van Doren (1972) <i>How To Read A Book</i>	8%
3	The students are expected to report novel	-Students are able to give novels oral report		Offline: reporting the main idea and main contents of novels		1. British and American novels 2. Mortimer J. Adler and Charles Van	8%

		-Students are able to give novels written report				Doren (1972) <i>How To Read A Book</i>	
4	The students are expected to review simplified novel	Students are able to review simplified novel	Type: Individual/Group Technique: Oral/written test	Offline: review selected and simplified novels		1. Simplified novels 2. Mortimer J. Adler and Charles Van Doren (1972) <i>How To Read A Book</i>	8%
5	The students are expected to summarize simplified novel	Students are able to summarize simplified novel		Offline: summarize the selected novels		1. Simplified novels 2. Mortimer J. Adler and Charles Van Doren (1972) <i>How To Read A Book</i>	8%
6	The students are expected to report simplified novel	-Students are able to give simplified novel oral report -Students are able to give simplified novel written report		Offline: oral and written assignment		1. Simplified novels 2. Mortimer J. Adler and Charles Van Doren (1972) <i>How To Read A Book</i>	8%
7	The students are expected to analyze short stories	Students are able to analyze short stories		Offline: read and review selected short stories		1. Fictional short stories 2. Kris_Madden. (2009). <i>Learn To Speed Read The Official San Francisco, California, 94105, USA</i>	8%
8	Mid-Term Test						
9	The students are expected to analyze	Students are able to analyze biography and	Type: Individual/Group	Offline: read and analyze the characteristics and		1. Biography and autobiography of	8%

	biography and autobiography	autobiography of well-known person	Technique: Oral/written test	contents of biography and autobiography		well-known person 2. Mortimer J. Adler and Charles Van Doren (1972) <i>How To Read A Book</i>	
10	The students are expected to review popular articles	Students are able to review popular articles			Online: forum discussion and online review	1. Popular articles 2. Judy S. Richardson, Raymond F. Morgan, Charlene E. Fleener(2009). Reading to Learn in the Content Areas.usa	4%
11	The students are expected to analyze popular articles	Students are able to analyze popular articles		Offline: group work		1. Popular articles 2. Judy S. Richardson, Raymond F. Morgan, Charlene E. Fleener(. 2009). Reading to Learn in the Content Areas.usa	8%
12	The students are expected to report popular articles	-Students are able to give popular articles oral report -Students are able to givepopular articles written report	Type: Individual/Group Technique: Oral/written test	Offline: Group assignment		1. Popular articles 2. Judy S. Richardson, Raymond F. Morgan, Charlene E. Fleener(2009). Reading to Learn	8%

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Acknowledged by,

Coordinator,



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