COURSE UNIT

(READING FOR GENERAL COMMUNICATION 1 / IG203)



Lecturer:

Dr. WACHYU SUNDAYANA, M.A.

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT ENGLISH EDUCATION

FACULTY OF LANGUAGE AND LITERATURE EDUCATION

UNIVERSITAS PENDIDIKAN INDONESIA

2016

|  |  |  |
| --- | --- | --- |
|  | **COURSE UNIT** | No. Doc: .. |
| Revision: … |
| (READING FOR GENERAL COMMUNICATION I) | Date : 27 December 2016 |
| Pages : 10 pages |
| Prepared by:  Ari Arifin D, S.Pd., M.Ed.  NIP 198308082015041001 | Validated by: | Approved by:  Pupung Purnawarman, M.S.Ed., Ph.D.  NIP 19681023199831001 |
| LECTURER | METHODOLOGY TEAM | HEAD OF STUDY PROGRAM |
| **COURSE UNIT**  **Course Identity**  Study Program : Pendidikan Bahasa Inggris  Course : Reading for General Communication I  Course Code : IG 203  Course Category : Language Skills  Credit Hours : 2 Credits  Level : S1 (Bachelor Degree)  Semester : 1  Pre-requisites : -  Status : Compulsory  Lecture : Dr. Wachyu Sundayana, M.A./Ari Arifin D , S.Pd., M.Ed.  Code : / | | |

|  |
| --- |
| **Course Description**  This course exposes students to different kinds of texts in English, particularly descriptive, recount, and procedure texts. Students are introduced to the structure and linguistic features of those texts and may be required to write those texts independently. Students will go through the process of reading from ‘basic’ to ‘analytical’ reading such as scanning and skimming, summarizing, understanding major points and supporting details, making inferences, paraphrasing, understanding reference words and so on. In addition students will also engage in activities which help them to develop higher-order thinking in reading the text types above.  **Program Learning Outcomes** **(PLO)**:   1. Able to apply the knowledge of English language systems (ELO#1) 2. Able to develop English teaching programs according to the assigned contexts (ELO#2) 3. Able to evaluate and reflect on own and others’ teaching performance (ELO#3) 4. Able to utilize ICT-based teaching aids and media in the teaching of English (ELO#7)   **Course Learning Outcomes** **(CLO)**:  At the end of the course students are able to:   1. Read descriptive, recount, and procedure texts (ELO#1) 2. Have a strong understanding to identify the structure and linguistic features of descriptive, recount, and procedure texts (ELO#1) 3. Show developing capacity of critical thinking in reading and writing (ELO#2) 4. Show responsibility on the process and results of their learning (ELO#7) |

**Course Plan Description**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sessions** | **Indicators of Course Learning Outcomes** | **Course Materials** | **Learning Activities** | **Time** | **Assessments and Assignments** | **Resources and Media** |
| 1 | * Students identify the nature of the course * Students identify activities done and efforts made over the course * Students identify some definitions and purposes of reading * Students apply critical thinking in reading. | * Introducing to the course syllabus/to the nature of the course * Identifying the concepts of reading * Identifying the different purposes of reading | * Lecturer’s presentation * Discussion on the course * Negotiation between the lecturer and students on the course-related aspects * Brainstorming on the nature of reading and different purposes of reading | 2x50’ | Students summarize the key points of reading and its purposes | Syllabus; Emilia, 2010, 2011; Emilia & Christie, 2013; Anderson & Anderson, 1997; Park, 2012 |
| 2 | * Students have strong background knowledge about the types of texts. * Students are able to identify reading skills. * Students apply critical thinking in reading | * Identifying skills in reading * Identifying principles in reading instructions | * Lecturer’s presentation * Brainstorming on the required skills in reading * Discussion on reading principles | 2x50’ | Students summarize the key points of reading skills and its principles | Grabe and Stoller, 2013 |
| 3 | * Students have strong background knowledge about the types of texts. * Students are able to get the gist of the texts. * Students apply critical thinking in reading | * Identifying some types of texts in their lives * Identifying the features of descriptive texts: its purpose, general structure and language features * Practicing reading simple descriptive texts | * Lecturer’s presentation * Identification of the generic structure and language features of descriptive texts | 2x50’ | Students summarize the main points | Syllabus; Emilia, 2010, 2011; Emilia & Christie, 2013; Anderson & Anderson, 1997; Park, 2012 |
| 4 | * Students can identify the structure and language features of descriptive texts. * Students can identify features in descriptive text * Students apply critical thinking in reading and writing | * Identifying the aims, general structure and language features of descriptive texts * Practicing reading descriptive texts from sample texts | * Identification of the generic structure and language features of descriptive texts | 2x50’ | Students search a descriptive text and identify the structures | Syllabus; Emilia, 2010, 2011; Emilia & Christie, 2013; Anderson & Anderson, 1997; Park, 2012 |
| 5 | * Students can identify the structure and language features of descriptive texts. * Students can identify features in descriptive text * Students apply critical thinking in reading and writing | * Practicing scanning and skimming and identifying main ideas * Identifying general structure and language features in the texts * Identifying specifically the introductory statement, and series of arguments in the texts. | * Reading a short descriptive text (may be from the lecturer or students) and identify the general structure and language features in the texts * Engage students in a recount related to the topic | 2x50’ | Students present an descriptive text with their own topic | Syllabus; Emilia, 2010, 2011; Emilia & Christie, 2013; Anderson & Anderson, 1997; Park, 2012 |
| 6 | * Students can identify the structure and language features of descriptive texts. * Students can identify features in descriptive text * Students apply critical thinking in reading and writing | * Practicing scanning and skimming and identifying main ideas * Identifying general structure and language features in the texts * Identifying specifically the introductory statement, and series of arguments in the texts. | * Reading a short descriptive text (may be from the lecturer or students) and identify the general structure and language features in the texts * Engage students in a recount related to the topic | 2x50’ | Reading Test 1 (Descriptive) | Syllabus; Emilia, 2010, 2011; Emilia & Christie, 2013; Anderson & Anderson, 1997; Park, 2012 |
| 7 | * Students have strong background knowledge about the types of texts. * Students are able to get the gist of the texts. * Students apply critical thinking in reading | * Identifying some types of texts in their lives * Identifying the features of recount texts: its purpose, general structure and language features * Practicing reading simple recount texts | * Lecturer’s presentation * Reading recount texts * Identification of the generic structure and language features of recount texts | 2x50’ | Students summarize the main points | Syllabus; Emilia, 2010, 2011; Emilia & Christie, 2013; Anderson & Anderson, 1997; Park, 2012 |
| 8 | * Students can identify the structure and language features of recount texts. * Students can identify features in recount text * Students apply critical thinking in reading and writing | * Identifying general structure and language features in the texts * Identifying specifically the sequence of events, emotive words, words causing cause and effects, conclusion | * Brainstorming * Lecturer’s presentation * Identification of the generic structure and language features of recount texts * Identification of possible topics for recount texts | 2x50’ | Ask students to read other texts related to the topic (in oral presentation or writing) | Syllabus; Emilia, 2010, 2011; Emilia & Christie, 2013; Anderson & Anderson, 1997; Park, 2012 |
| 9 | * Students have strong background knowledge about the topic for recount text. * Students practice taking notes on what they read. * Students apply critical thinking in reading. | * identifying the aims, general structure and language features of recount texts * Understanding details and making inferences from the text. | * Reading a short recount text based on experience and identify the general structure and language features in the texts * Engaging students in a recount related to the topic | 2x50’ | Students summarize key points of recount texts | Syllabus; Emilia, 2010, 2011; Emilia & Christie, 2013; Anderson & Anderson, 1997; Park, 2012 |
| 10 | * Students can identify the structure and language features of recount texts. * Students can identify features in recount text * Students apply critical thinking in reading and writing | * Practicing scanning and skimming and identifying main ideas * Identifying general structure and language features in the texts * Identifying specifically the introductory statement, and series of events in the texts. | * Reading a short recount text and identifying the general structure and language features in the texts * Engage students in a recount related to the topic | 2x50’ | Reading Test 2 (Recount) | Syllabus; Emilia, 2010, 2011; Emilia & Christie, 2013; Anderson & Anderson, 1997; Park, 2012 |
| 11 | * Students have strong background knowledge about the types of texts. * Students are able to get the gist of the texts. * Students apply critical thinking in reading | * Identifying the features of procedure texts: its purpose, general structure and language features * Practicing reading simple procedure texts | * Lecturer’s presentation * Reading recount texts * Identification of the generic structure and language features of procedure texts | 2x50’ | Students summarize the main points | Syllabus; Emilia, 2010, 2011; Emilia & Christie, 2013; Anderson & Anderson, 1997; Park, 2012 |
| 12 | * Students can identify the structure and language features of procedure texts. * Students can identify features in procedure text * Students apply critical thinking in reading and writing | * Identifying general structure and language features in the texts * Identifying specifically the steps of making something, imperative verbs, and sequential signals. | * Brainstorming * Lecturer’s presentation * Identification of the generic structure and language features of procedure texts * Identification of possible topics for procedure texts | 2x50’ | Ask students to read other texts related to the topic (in oral presentation or writing) | Syllabus; Emilia, 2010, 2011; Emilia & Christie, 2013; Anderson & Anderson, 1997; Park, 2012 |
| 13 | * Students have strong background knowledge about the topic for procedure text. * Students practice taking notes on what they read. * Students apply critical thinking in reading. | * Identifying the aims, general structure and language features of recount texts * Understanding details and making inferences from the text. | * Reading a short recount text based on experience and identify the general structure and language features in the texts * Engaging students in a recount related to the topic | 2x50’ | Students summarize key points of recount texts | Syllabus; Emilia, 2010, 2011; Emilia & Christie, 2013; Anderson & Anderson, 1997; Park, 2012 |
| 14 | * Students can identify the structure and language features of procedure texts. * Students can identify features in procedure text * Students apply critical thinking in reading and writing | * Practicing scanning and skimming and identifying main ideas * Identifying general structure and language features in the texts * Identifying specifically the goal and the steps of making something. | * Reading a short recount text and identifying the general structure and language features in the texts * Engage students in a recount related to the topic | 2x50’ | Reading Test 3 (Procedure) | Syllabus; Emilia, 2010, 2011; Emilia & Christie, 2013; Anderson & Anderson, 1997; Park, 2012 |
| 15 | * REVIEW * Students can identify features in some text types. * Students identify the similarities and differences among text types | * Identifying general structure and language features in the texts * Identifying similarities and differences among text types, in terms of purposes, structure, and language features | * Students identify the general structure and language features in the texts * Identification specific features of the text types * Engage students in a discussion related to the topic | 2x50’ | Summary  Discussion | Syllabus; Emilia, 2010, 2011; Emilia & Christie, 2013; Anderson & Anderson, 1997; Park, 2012 |
| 16 | * Review the course (its strength and improvement) | * Identifying general structure and language features in the texts * Identifying similarities and differences among text types, in terms of purposes, structure, and language features | * Reviewing the text and the course | 2x50’ | Discussion |  |

**References**

Anderson, M.& Anderson, K. (1997). *Text Types in English 1.* MacMillan: Australia.

Anderson, M. & Anderson, K. (1997). *Text Types in English 2.* MacMillan: Australia.

Emilia, E. (2010). *Teaching Writing: Developing Critical Learners.* Bandung: Rizki Press.

Emilia, E. (2011). *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru.* Bandung: Rizqi Press.

Emilia, E. & Christie, F. (2013). Factual Genre: Learning to Read, to Write and to Talk about Factual Information. Bandung: Rizqy Press.

Grabe, W., & Stoller, F. L. (2013). *Teaching and Researching Reading.* New York: Routledge

Nafisah, N. & Kurniawan, E. (2007). *English Writing for General Communication*. Bandung: UPI Press.

UPI. (2015). *Pedoman Penulisan Karya Ilmiah.* Bandung: UPI.