



**UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

**SILABUS
MATA KULIAH : *READING V***

FRM/FBS/19-00

Revisi : 00

31 Juli 2008

Hal.

Faculty : Language and Art
Study Program : English Education
Subject & Code : *READING V* Code ENG 213
Number of Credit : Theory 1 SKS Practice : 1 SKS
Semester : 5 (five)
Pre-requisite Subject & Code : -
Lecturer : Anita Triastuti, M.A.

I. COURSE DESCRIPTION

As the continuation of the reading skills building developed in Reading IV (e.g. *getting general and specific information from the text, getting the main ideas and detailed information from the text, deducing the meaning of words, phrases and sentences based on the context, and explaining relations between parts of the text through grammatical cohesive devices, and developing the skills of inferencing, analyzing, and synthesizing, and speed reading, evaluating texts or reading critically, understanding both printed and electronic reading resources, both extracts and full-scale texts of general and specific topics, understanding specialized texts such as brief, self-contained texts commonly used in TOEFL reading tests, summarizing and evaluating texts*), Reading V focuses on an interactive approach to reading that engages the students to critical and extensive reading activities for developing critical thinking skills. This approach includes aspects of both intensive and extensive reading, which enables the students to develop their independent reading ability by means of authentic and full-scale texts of various disciplines while exercising particular aspects of critical reading strategies. In so doing, the students are encouraged to freely contribute in the selection of reading texts and to actively participate in classroom activities to develop critical reading requiring critical thinking skills.

II. STANDARD OF COMPETENCE

Upon the completion of the course, the students are expected to:

- (1) have gained vocabulary mastery of approximately 10.000 words and knowledge of grammatical structures, text organization, and cultural understanding required to comprehend various types of texts
- (2) acquire a good comprehension of various reading texts and of critical reading strategies
- (3) apply the skills and strategies for developing and enhancing critical reading and thinking skills
- (4) respond to various texts and participate in critical reading activities



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III. TEACHING-LEARNING STRATEGIES

In an intensive reading session, classroom activities generally follow the pattern of pre-reading, while-reading and post-reading activities. The lecturer plays the role of a facilitator, enabling the students to maximize the use of their prior knowledge to understand and discuss texts at hand. To make learning more meaningful, the discussion should be related as far as possible to the students' experiences, interests, values, and future. In independent reading-related sessions, which constitute the major part of the course, individuals and groups present topics they have been assigned, followed by discussions. In the case of internet-based reading resources and activities, some of the tasks and feedback will be conducted through internet.

IV. COURSE PROGRESSION

Session	Topics	Sub Topics	References/ Sources
1	Introduction to the course	- Class Orientation	
2	Vocabulary Building	- Strategies for building a powerful vocabulary - Learning new words from your reading - Inferring meaning from context - Word parts - Collocations	
3	Comprehension Skills: Understanding Paragraphs & Patterns of Organization	Reading Exercises	
4	Comprehension Skills: Skimming & Previewing	Reading Exercises	
5	Comprehension Skills: Previewing Long Material: The Parts of a Book	Reading Exercises	
6	Comprehension Skills: Making Inferences	Reading Exercises	
7	Comprehension Skills: Drawing Conclusions & Predicting Outcomes	Reading Exercises	
8	Comprehension Skills:	Reading Exercises	



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	Generalizing		
9	Mid-Semester Test		
10	Comprehension Skills: Study Reading	Reading Exercises	
11	Comprehension Skills: Summarizing	Reading Exercises	
12	Critical Reading	Reading Exercises	
13	Critical Reading: Evaluating Ideas: Fact & Opinion	Reading Exercises	
14	Critical Reading: Evaluating Ideas: Evidence	Reading Exercises	
15	Critical Reading: Evaluating Ideas: The Writer's Technique (Style, Tone, Mood, Purpose, Point of View)	Reading Exercises	
16	Review & Reflection		



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IV. REFERENCES

Various articles, journals

Day, Richard R. (2004). *Extensive Reading Activities for Teaching Language*. Cambridge, UK: Cambridge University Press

Dean, Michael. (2002). *Test Your Reading*. Harlow, England: Pearson Education Limited

Mikulecky, Beatrice S. and Jeffries, Linda. (2007). *Advanced: Reading Power*, New York: Pearson Education, Inc.

Scull, Sharon. (1987). *Critical Reading and Writing for Advanced ESL Students*. Englewood Cliffs, New Jersey: Prentice Hall, Inc.

Wiener, Harvey S. and Charles Bazerman. (1988). *Reading Skills Handbook*. Boston: Houghton Mifflin Company

V. ASSESSMENT

The final assessment is primarily based on how well students follow and internalize the process in class. Taking into account are students' participation or active contribution in all of the activities, and the accomplishment of all assignments given. In overall, the assessment of the students' performance is based on the following points:

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| (1) Attendance and classroom participation | 10% |
| (2) Oral presentation | 15% |
| (3) Written reports | 15% |
| (4) Internet-based task completion | 15% |
| (5) Mid-semester | 20% |
| (6) Final Test | 25% |