UNESA

# DOKUMEN KURIKULUM



## S1 Sastra Inggris

# IDENTITAS KURIKULUM
# PROGRAM STUDI S1 Sastra Inggris

| | |
|---|---|
| **Nama Program Studi** | **:** S1 Sastra Inggris |
| **Nama Fakultas** | **:** Fakultas Bahasa dan Seni |
| **Jenjang Program Studi** | **:** S1 |
| **Gelar Lulusan** | **:** Sarjana Sastra (S.S. ) |
| **Akreditasi Program Studi *(Nasional)*** | **:** Unggul |
| **Akreditasi Program Studi *(International)*** | **:** Unconditional |

**Evaluasi Kurikulum dan Tracer Study**
**Evaluasi Kurikulum**
Kurikulum Prodi S1 Sastra Inggris beserta kelengkapannya ditinjau secara periodik untuk menjaga kesesuaian dengan visi dan misi prodi, perkembangan ilmu pengetahuan dalam bidang linguistik, sastra, dan budaya, serta harapan dari stakeholder. Mekanisme pelaksanaan peninjauan kurikulum di Prodi S1 Sastra Inggris mengacu pada prosedur mutu pengembangan perangkat kurikulum yaitu Prosedur Mutu no PM/01/GPM/FBS-UNESA. Kurikulum Prodi S1 Sastra Inggris beserta kelengkapannya ditinjau secara periodik untuk menjaga kesesuaian dengan visi dan misi prodi, perkembangan ilmu pengetahuan dalam bidang linguistik, sastra, dan budaya, serta harapan dari stakeholder. Mekanisme pelaksanaan peninjauan kurikulum di Prodi S1 Sastra Inggris mengacu pada prosedur mutu pengembangan perangkat kurikulum yaitu Prosedur Mutu no PM/01/GPM/FBS-UNESA. Berikut ini adalah mekanisme peninjauan kurikulum:

- Koorprodi membentuk tim pengembang kurikulum Prodi S1 Sastra Inggris untuk melakukan peninjauan dan pengembangan kurikulum yang beranggotakan dosen-dosen yang memiliki pengetahuan di bidang kurikulum dan keahlian ilmu sastra dan bahasa Inggris.
- Tim pengembang kurikulum melakukan identifikasi awal dengan menelaah beberapa mata kuliah dan melakukan analisis kebutuhan dan kondisi dunia industri.
- Tim pengembang kurikulum mengundang pihak-pihak terkait untuk melakukan FGD (*forum group discussion*) yang melibatkan pihak industri, alumni, praktisi, dan pakar sejawat untuk mendapatkan masukan tentang trend perkembangan ilmu pengetahuan dan trend dunia industri.
- Selanjutnya tim pengembang kurikulum mereview kurikulum lama dan menyusun draf kurikulum baru dengan mempertimbangkan masukan dari pihak yang tersebut pada butir (b). Di dalam rancangan kurikulum ditetapkan *trend competency* dan *mapping* sifat mata kuliah serta kemungkinan perubahan struktur pada mata kuliah dan banyaknya mata kuliah baru.
- Draf kurikulum dibahas oleh tim pengembang kurikulum bersama para dosen dalam rapat Prodi. Pembahasan dan revisi draf kurikulum dilakukan beberapa kali untuk menjamin kualitas kurikulum.
- Tim pengembang kurikulum selanjutnya akan melakukan *sanctioning* terhadap draf akhir kurikulum. Draf akhir kurikulum kemudian direvisi oleh tim pengembang kurikulum berdasarkan hasil *sanctioning*. Setelah draf akhir kurikulum disempurnakan dan kurikulum baru tersusun dengan baik, maka tim pengembang kurikulum melakukan finalisasi.
- Kurikulum final diserahkan ke Ketua Prodi dan Jurusan untuk diberikan persetujuan serta diberikan ke Dekan untuk disahkan dan dianggap layak untuk diimplementasikan.

Kurikulum baru diimplementasikan pada semester gasal setiap periodenya.

**Tracer Study**
Hasil tracer study yang dilakukan pada tahun 2021 untuk lulusan tahun 2020 menunjukkan bahwa sekitar 20% lulusan bekerja pada bidang yang sama sekali tidak relevan dengan bidang kajian yang dikembangkan di Prodi. Meskipun 80% lulusan yang mengisi survei tracer study menunjukkan tingkat relevansi pekerjaan dengan bidang studi saat kuliah, tentunya Prodi S1 Sastra Inggris tidak boleh lengah. Perlu dipikirkan keterampilan kreatif yang dikembangkan di perkuliahan yang sudah ada atau menghapus mata kuliah yang dinilai tidak relevan dengan kebutuhan di lapangan. Berdasarkan hasil tracer study, Prodi S1 Sastra Inggris menetapkan profil lulusan untuk diarahkan pada bidang-bidang yang terkait dengan writerpreneurship.

**Landasan Perancangan dan Pengembangan Kurikulum**
Program Studi S1 Sastra Inggris didirikan pada tahun 1998 sebagai bagian dari Jurusan Bahasa dan Sastra Inggris. Pendirian program S1 Sastra Inggris ini sendiri merupakan bagian dari pemberian mandat IKIP Surabaya untuk mmenyelenggarakan program studi berbasis non-kependidikan. IKIP Surabaya berubah menjadi Universitas Negeri Surabaya, dan Jurusan Pendidikan Bahasa Inggris yang telah beroperasi sejak tahun 1964 berubah menjadi Jurusan Bahasa dan Sastra Inggris yang menjalankan dua program studi, yakni S1 Pendidikan Bahasa Inggris dan S1 Sastra Inggris. Sejak didirikan pada tahun 1997 dan kelas perdana dibuka pada tahun akademik 1998/1999, kurikulum Prodi S1 Sastra Inggris telah mengalami beberapa kali perubahan. Sejak tahun 2015, Prodi S1 Sastra Inggris menerapkan kurikulum berbasis Kerangka Kualifikasi Nasional Indonesia (KKNI) dan mengembengkan kurikulum berbasis *outcome (Outcome-based Education*, OBE). Kurikulum ini kemudian direstrukturisasi ketika Kementerian Pendidikan dan Kebudayaan menerapkan kebijakan Merdeka Belajar Kampus Merdeka (MBKM). Dengan demikian, Prodi S1 Sastra Inggris secara resmi menjalankan kurikulum MBKM sejak tahun akademik 2020/2021. Dokumen kurikulum yang dilaporkan di sini merupakan rincian dari kruikulum MBKM yang telah memberikan ruang kepada mahasiswa untuk belajar di luar kampus selama maksimal 3 semester untuk menjalankan program-program MBKM antara lain: pertukaran mahasiswa, magang kerja, magang riset, asistensi mengajar, kewirausahaan, studi independen, KKN di desa, dan program kemanusiaan.

**Rumusan Visi, Misi, Tujuan, dan Nilai Dasar**
**Visi Prodi Sastra Inggris**
Pada 2030 menjadi Program Studi yang *unggul* dalam penyelenggaraan pendidikan di *bidang Ilmu Sastra Inggris* yang didukung ilmu Bahasa Inggris berbasis literasi untuk menghasilkan sumber daya manusia profesional yang kritis terhadap perkembangan jaman.
**Misi Prodi Sastra Inggris**
1. Menyelenggarakan pendidikan di bidang Sastra Inggris yang didukung Ilmu Bahasa Inggris berbasis literasi melalui proses belajar-mengajar yang berkualitas dan menjunjung nilai-nilai kejujuran, kemandirian, kreatif dan kritis dan beretika akademik untuk menghasilkan lulusan yang bisa menggunakan ilmu bahasa Inggris dan ilmu sastra Inggris untuk diaplikasikan dalam profesi;
2. Melaksanakan penelitian di bidang sastra Inggris dan ilmu bahasa Inggris untuk mengembangkan budaya akademis yang kondusif dan proses belajar yang berkualitas;
3. Melaksanakan pengabdian masyarakat untuk meningkatkan eksistensi prodi di masyarakat;
4. Menjalin kerjasama dengan lembaga pemerintah dan swasta terkait untuk menghadapi persaingan global;
5. Menyelenggarakan manajemen Program Studi yang efektif, efisien, transparan, dan akuntabel

**Nilai Dasar**
Program Studi S1 Sastra Inggris berjalan atas dasar pendekatan filosofis interpretivisme, di mana sebuah subjek dapat dimaknai berbeda bergantung pada sudut pandang yang diambil. Kurikulum prodi dikembangkan atas dasa pendekatan strukturalisme dan post-strukturalisme. Pendekatan strukturalisme digunakan dalam mata kuliah yang berbasis keterampilan Bahasa yang memerlukan penguasaan struktur dari tingkat unit bahasa terendah sampai yang paling kompleks. Sementara itu, pendekatan post-strukturalisme banyak digunakan untuk mendasari pengembangan mata kuliah yang bertujuan untuk mendorong mahasiswa berpikir kritis tentang isu-isu lokal dan global. Ciri dari post-strukturalisme adalah kehendak untuk menggugah kesadaran manusia akan berbagai masalah yang terjadi di masyarakat untuk mendorong keadilan sosial.

**Rumusan Capaian Pembelajaran Lulusan (CPL)**

| No | Kategori | Kode | Capaian Pembelajaran Lulusan (CPL) |
|---|---|---|---|
| 1 | | CPL 1.A | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya |
| | | CPL 1.B | Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan |
| | | CPL 1.C | Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan |
| | | CPL 1.D | Mengembangkan diri secara berkelanjutan dan berkolaborasi. |
| | | CPL 1.E | Mampu mengaplikasikan konsep dan teori Linguistik dasar dalam Bahasa Inggris untuk merespons beragam fenomena bahasa |

| | | | |
|---|---|---|---|
| | | CPL 1.F | Mampu memahami, menganalisis, dan menginterpretasikan karya sastra dan non-sastra dalam berbagai genre dan moda komunikasi |
| | | CPL 1.G | Mampu mengaplikasikan konsep dan teori budaya untuk menganalisis serta merespons fenomena sosial budaya dengan cara yang responsif terhadap budaya |
| | | CPL 1.H | Mampu menghasilkan terjemahan dan alih bahasa teks lisan serta tertulis secara memadai dari Bahasa Inggris ke Bahasa Indonesia dan sebaliknya |
| | | CPL 1.I | Mampu memahami dan mengaplikasikan metode penelitian, termasuk desain penelitian, analisis, dan interpretasi data di bidang bahasa/sastra |
| | | CPL 1.J | Mampu menghasilkan karya akademik atau non-akademik dengan baik dalam bentuk lisan maupun tulisan untuk beragam audiens dan tujuan |
| | | CPL 1.K | Mampu mendemonstrasikan kemampuan berbahasa Inggris, yang ditunjukkan dengan pencapaian skor tes kemampuan Bahasa Inggris yang setara dengan minimal CEFR level B2 |

**Syarat kompetensi dan/atau kualifikasi calon mahasiswa**

Persyaratan khusus bagi calon mahasiswa program studi Sastra Inggris dapat berbeda-beda tergantung pada institusi yang menawarkan program tersebut dan jenjangnya (misalnya sarjana atau pascasarjana). Namun, berikut adalah beberapa persyaratan umum yang mungkin dihadapi calon siswa:

1. Latar Belakang Pendidikan: Calon siswa biasanya harus telah menyelesaikan ijazah sekolah menengah atas atau kualifikasi setara untuk mendaftar di program sarjana sastra Inggris. Untuk program pascasarjana, gelar sarjana di bidang yang relevan (seperti bahasa Inggris, sastra, atau humaniora) biasanya diperlukan.
2. Transkrip. Pelamar di Prodi Sastra Inggris sering kali diminta untuk menyerahkan transkrip resmi dari institusi pendidikan sebelumnya (SMA atau sederajat) untuk menunjukkan latar belakang akademis dan prestasi mereka.
3. Nilai Tes Standar. Beberapa institusi mungkin mengharuskan pelamar untuk menyerahkan nilai tes standar, seperti SAT atau ACT untuk program sarjana, atau GRE (Graduate Record Examination) untuk program pascasarjana. Namun, tidak semua program memerlukan nilai tes standar, dan beberapa program mungkin menawarkan keringanan dalam kondisi tertentu. Prodi Sastra Inggris mengharuskan calon mahasiswa untuk melakukan tes kemampuan Bahasa Inggris atau setara dengan TOEFL.
4. Surat Rekomendasi: Pelamar mungkin diminta untuk memberikan surat rekomendasi dari guru, profesor, atau individu lain yang dapat berbicara tentang kemampuan akademik, karakter, dan potensi keberhasilan mereka dalam program ini.
5. Pernyataan Pribadi atau Pernyataan Tujuan: Banyak program sastra Inggris mengharuskan pelamar untuk menyerahkan pernyataan pribadi atau pernyataan tujuan yang menjelaskan minat akademis, tujuan karir, dan alasan melamar program tersebut.
6. Sampel Penulisan: Beberapa program mungkin meminta sampel penulisan, seperti esai atau analisis sastra, untuk menilai keterampilan menulis dan kemampuan berpikir kritis pelamar.
7. Kemahiran Bahasa: Untuk pelajar internasional atau penutur asli bahasa Inggris, bukti kemahiran bahasa Inggris mungkin diperlukan, biasanya ditunjukkan melalui tes standar seperti TOEFL (Tes Bahasa Inggris sebagai Bahasa Asing) atau IELTS (Sistem Pengujian Bahasa Inggris Internasional).
8. Wawancara: Dalam beberapa kasus, pelamar mungkin diundang untuk berpartisipasi dalam wawancara sebagai bagian dari proses penerimaan, sehingga panitia penerimaan dapat mempelajari lebih lanjut tentang latar belakang, minat, dan kesesuaian kandidat untuk program tersebut.

**Penetapan Bahan Kajian**

**Penetapan Bahan Kajian**

Ditetapkan berdasarkan CPL dan/atau Body of Knowledge suatu prodi yang kemudian diturunkan menjadi materi pembelajaran yang harus ditempuh dan dikemas dalam bentuk mata kuliah.

**Pembentukan Mata Kuliah (MK) dan Penentuan Bobot sks**

**Pembentukan Mata Kuliah (MK) dan Penentuan Bobot sks**

Mekanisme pembentukan mata kuliah berdasarkan Capaian Pembelajaran Lulusan (beserta turunannya di level MK) , Struktur Kurikulum, dan bahan kajian, serta penetapan bobot SKS nya. Distribusi beban belajar pada semester satu dan semester dua paling banyak 20 (dua puluh) satuan kredit semester; selanjutnya pada semester tiga dan seterusnya paling banyak 24 (dua puluh empat) satuan kredit semester.

**Metode Pembelajaran**

Metode Pembelajaran Metode Pembelajaran pada Program Studi S1 Prodi Sastra Inggris adalah sebagai berikut:
1. Case Study Method (CSM)
2. PJBL (Project Based Learning)

**Modalitas Pembelajaran**

Modalitas Pembelajaran pada Program Studi S1 Prodi Sastra Inggris adalah sebagai berikut:
1. Luring
2. Daring
3. Hybrid

**Penilaian hasil belajar**

Penilaian hasil belajar di Prodi S1 Sastra Inggris mencakup komponen

**Penilaian akademik antara lain:**
1. Penilaian Formatif
2. Penilaian Sumatif

**Komponen penilaian nonakademik antara lain:**
1. organisasi dan kepemimpinan,
2. penalaran dan keilmuan,
3. minat, bakat, kegemaran, dan kesejahteraan,
4. pengabdian kepada masyarakat,
5. dan bidang kegiatan lain

**Rencana Implementasi Hak Belajar di Luar Prodi**

Kebijakan MBKM yang dicetuskan oleh Kementerian Pendidikan dan Kebudayaan pada tahun 2020 juga perlu diakomodasi dalam pengembangan kurikulum prodi di UNESA sebagai bentuk pemenuhan CPL. Melalui kegiatan MBKM, mahasiswa diberi kesempatan mengembangkan kompetensi, inovasi, kreativitas, kapasitas, kepribadian, kemandirian, dan membangun pengetahuan melalui pengalaman langsung di lapangan (misalnya magang dan kegiatan pertukaran mahasiswa). Hak belajar tiga semester bagi mahasiswa di luar prodi tersebut dapat terfasilitasi jika prodi mengembangkan kurikulum yang sesuai. Pada Prodi S1 Sastra Inggris, hak di belajar di luar prodi diberikan pada semester 5 & 6 mengikuti ketentuan MBKM di mana mahasiswa mengikuti Magang, Kampus Mengajar, MSIB Flagship, dll.

**Tata cara penerimaan mahasiswa pada berbagai tahapan kurikulum**

Tata cara penerimaan mahasiswa pada berbagai tahapan kurikulum mencakup beberapa strategi penerimaan, antara lain:

**A. Kelompok Non-Tes atau Jalur UTBK Nasional**

Jalur Non-Tes ini ditujukan kepada peserta yang telah memiliki nilai UTBK. Peserta bisa memilih dua program studi, baik kelompok Saintek maupun Soshum. Persyaratan jalur ini sebagai berikut; Warga negara Indonesia Sehat jasmani dan rohani Lulusan SMA/MA/SMK/sederajat yang dibuktikan dengan ijazah atau surat keterangan lulus. Memiliki nilai UTBK-SBMPTN; Peserta yang memilih prodi-prodi keolahragaan dan seni serta belum memiliki nilai portofolio dari LTMPT, wajib mengupload dokumen portofolio.

**B. Kelompok Prestasi**

Pada kelompok seleksi ini, UNESA menyediakan beberapa jalur. Ada jalur prestasi keagamaan, olahraga, seni dan kepemimpinan.

**1. Prestasi Keagamaan**

Jalur ini ditujukan bagi peserta yang memiliki prestasi di bidang keagamaan. Peserta boleh memilih 2 prodi yang diminati. Peserta yang memilih prodi-prodi keolahragaan dan seni serta belum memiliki nilai portofolio dari LTMPT, wajib mengupload dokumen portofolio.

Jalur prestasi keagamaan ini terdiri atas;

Pertama, Prestasi KeagamaanIslam terbagi ke dalam beberapa jalur;

1) jalur pesantren,
2) jalur tahfidz, dan
3) jalur MTQ.

Adapun syaratnya sebagai berikut:

Warga negara Indonesia; Lulusan SMA/MA/SMK/paket C atau sederajat dibuktikan dengan ijazah atau surat keterangan lulus untuk lulusan; Memiliki sertifikat atau surat keterangan prestasi keilmuan pesantren bagi pendaftar jalur prestasi pesantren. Bagi pendaftar jalur tahfidz menunjukkan bukti hafalan Al-qur'an minimal 10 juz. Pendaftar jalur MTQ menunjukan sertifikat kejuaraan MTQ juara 1 tingkat kabupaten atau kota, bisa juga sertifikat juara 1 sampai 3 tingkat provinsi atau nasional/internasional.

Kedua, Prestasi Keagamaan Kristen, Katolik, Hindu, Budha, atau Konghucu.

Jalur ini ditujukan bagi peserta yang memiliki prestasi di bidang keagamaan tersebut. Persyaratannya yaitu;

Warga negara Indonesia;

Lulusan SMA/MA/SMK/Paket C atau yang sederajat (dibuktikan dengan ijazah atau surat keterangan lulus);

Memiliki sertifikat prestasi di bidang keagamaan dari lembaga/instansi atau tokoh agama/pemimpin keagamaan terkait.

**2. Prestasi Olahraga**

Jalur ini ditujukan bagi peserta yang memiliki prestasi di bidang olahraga. Peserta boleh memilih 2 prodi yang diminati. Persyaratannya; Warga negara Indonesia; Lulusan SMA/MA/SMK/sederajat yang dibuktikan dengan ijazah atau surat keterangan lulus; Memiliki sertifikat kejuaraan olahraga, juara 1, 2, atau 3 pada tingkat provinsi atau nasional/internasional. Memiliki rekomendasi dari KONI kabupaten/kota/provinsi/pusat.

**3. Prestasi Seni**

Jalur ini ditujukan bagi peserta yang memiliki prestasi di bidang seni. Peserta boleh memilih 2 prodi yang diminati. Adapun syarat yang harus dipenuhi; Warga negara Indonesia; Lulusan SMA/MA/SMK/sederajat (dibuktikan dengan ijazah atau Surat Keterangan Lulus ); Memiliki sertifikat kejuaraan bidang seni, bisa juara 1, 2, atau juara 3 tingkat provinsi/nasional/internasional.

**4. Prestasi Kepemimpinan**

Jalur ini ditujukan bagi peserta yang pernah menjadi ketua atau sekretaris OSIS. Pada jalur ini peserta boleh memilih 2 prodi yang diminati dan harus memenuhi persyaratan sebagai berikut; Warga negara Indonesia; Lulusan SMA/MA/SMK/paket C atau sederajat yang dibuktikan dengan ijazah atau surat keterangan lulus. Memiliki surat keputusan atau sertifikat kepemimpinan OSIS sebagai ketua/sekretaris dari kepala sekolah.

**C. Kelompok TMUBK Sarjana dan Sarjana Terapan**

Jalur ini ditujukan bagi peserta yang akan diterima melalui ujian tulis berbasis komputer. Materi yang dites yaitu kemampuan potensi akademik (TKPA) dan saintek atau soshum. Peserta boleh memilih 2 program studi, baik kelompok saintek maupun soshum. Syaratnya; Warga negara Indonesia; Lulusan SMA/MA/SMK/sederajat yang dibuktikan dengan ijazah atau surat keterangan lulus. Peserta yang memilih prodi-prodi keolahragaan dan seni serta belum memiliki nilai portofolio dari LTMPT, wajib mengupload dokumen portofolio.

**D. Jalur Disabilitas**

Jalur yang satu ini ditujukan bagi pesertadisabilitas yang akan diterima melalui tes tulis dan wawancara. Peserta boleh memilih 2 program studi, baik kelompok saintek maupun soshum. Syaratnya; Warga Negara Indonesia penyandang disabilitas (dibuktikan dengan surat keterangan dari kepala sekolah); Lulusan SMA/MA/SMK/paket C atau yang sederajat(dibuktikan dengan ijazah atau Surat Keterangan Lulus); Peserta yang memilih prodi-prodi keolahragaan dan seni serta belum memiliki nilai portofolio dari LTMPT, wajib mengupload dokumen portofolio. Manajemen dan Mekanisme Pelaksanaan Kurikulum (1) pendekatan pembelajaran, (2) sumber belajar dan media pembelajaran, (3) penilaian proses dan hasil belajar, dan (4) Rencana Pembelajaran Semester.

**Manajemen dan Mekanisme Pelaksanaan Kurikulum**

Manajemen dan Mekanisme Pelaksanaan Kurikulum meliputi:

(1) pendekatan pembelajaran,
(2) sumber belajar dan media pembelajaran,
(3) penilaian proses dan hasil belajar, dan
(4) Rencana Pembelajaran Semester

**Struktur Kurikulum**
**S1 Sastra Inggris**

| Kode MK | Nama Matakuliah | SKS | | Capaian Pembelajaran Lulusan (CPL) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Wajib | Pilihan | CPL 1.A | CPL 1.B | CPL 1.C | CPL 1.D | CPL 1.E | CPL 1.F | CPL 1.G | CPL 1.H | CPL 1.I | CPL 1.J | CPL 1.K |
| **Semester 1** | | | | | | | | | | | | | | |
| 7920202277 | Essential English Grammar | 2 | | | | | | | | | | | | |
| 7920202245 | Essential Speaking Skills | 2 | | | | | | | | | | | | |
| 7920202247 | Essential Writing Skills | 2 | | | | | | | | | | | | |
| 7920202080 | Indonesian Society and Culture | 2 | | | | | | | | | | | | |
| 7920202246 | Intensive Reading Skills | 2 | | | | | | | | | | | | |
| 7920202280 | Listening for General Communication | 2 | | | | | | | | | | | | |
| 7920202271 | Pronunciation Practice | 2 | | | | | | | | | | | | |
| **Semester 2** | | | | | | | | | | | | | | |
| 7920202253 | Active Reading | 2 | | | | | | | | | | | | |
| 7920202034 | Critical Listening | 2 | | | | | | | | | | | | |
| 7920202254 | Expository and Analytical Writing | 2 | | | | | | | | | | | | |
| 7920203281 | Functional Grammar | 3 | | | | | | | | | | | | |
| 7920203095 | Introduction To Linguistics | 3 | | | | | | | | | | | | |
| 7920203096 | Introduction To Literature | 3 | | | | | | | | | | | | |
| 7920202172 | Public Speaking | 2 | | | | | | | | | | | | |
| **Semester 3** | | | | | | | | | | | | | | |
| 7920202278 | Argumentative Writing | 2 | | | | | | | | | | | | |
| 7920202036 | Critical Reading | 2 | | | | | | | | | | | | |
| 7920203272 | English Morphology and Syntax | 3 | | | | | | | | | | | | |
| 7920202056 | English Phonology | 2 | | | | | | | | | | | | |
| 7920202061 | Entrepreneurship | 2 | | | | | | | | | | | | |
| 7920202279 | Poetry Appreciation | 2 | | | | | | | | | | | | |
| 7920200242 | Prose Appreciation | 2 | | | | | | | | | | | | |
| 7920202258 | Speaking for Debating | 2 | | | | | | | | | | | | |
| 7920202263 | Western Society and Culture | 2 | | | | | | | | | | | | |
| **Semester 4** | | | | | | | | | | | | | | |
| 7920202274 | Academic Writing | 2 | | | | | | | | | | | | |
| 7920202283 | Drama Appreciation | 2 | | | | | | | | | | | | |
| 7920203059 | English Semantics and Pragmatics | 3 | | | | | | | | | | | | |
| 7920202273 | Intrinsic Approaches to Literature | 2 | | | | | | | | | | | | |
| 7920202284 | Introduction to Translation | 2 | | | | | | | | | | | | |
| 7920204113 | Language in Society | 3 | | | | | | | | | | | | |
| 7920202174 | Reading For Research | 2 | | | | | | | | | | | | |
| 7920203182 | Research Methodology In Linguistics | 3 | | | | | | | | | | | | |
| 7920203302 | Research Methodology in Literature | 3 | | | | | | | | | | | | |
| 7920202282 | Statistics for Language Studies | 2 | | | | | | | | | | | | |
| **Semester 5** | | | | | | | | | | | | | | |
| 7920202285 | Critical Thinking | | 2 | | | | | | | | | | | |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 7920203286 | Discourse and Multimodality | | 3 | | | | | | | | | | | |
| 7920202303 | English for Media Communication | | 2 | | | | | | | | | | | |
| 7920202051 | English For Tourism | 2 | | | | | | | | | | | | |
| 7920202241 | Extrinsic Approaches to Literature | | 2 | | | | | | | | | | | |
| 7920202243 | Intercultural Communication | 2 | | | | | | | | | | | | |
| 7920202288 | Introduction to Asian Studies | | 2 | | | | | | | | | | | |
| 7920202136 | Literary Translation | | 2 | | | | | | | | | | | |
| 7920202156 | Popular Culture Studies | | 2 | | | | | | | | | | | |
| 7920202171 | Psycholinguistics | | 2 | | | | | | | | | | | |
| 7920202211 | Stylistics | | 2 | | | | | | | | | | | |
| 7920204227 | World Literature** | | 3 | | | | | | | | | | | |
| **Semester 6** | | | | | | | | | | | | | | |
| 7920202009 | Australian Society and Culture | 2 | | | | | | | | | | | | |
| 7920202025 | Childrens Literature | | 2 | | | | | | | | | | | |
| 7920202289 | Citizen Journalism | | 2 | | | | | | | | | | | |
| 7920202294 | Corpus Linguistics | | 2 | | | | | | | | | | | |
| 7920202047 | English Correspondence | | 2 | | | | | | | | | | | |
| 7920204301 | English for Business Communication | 3 | | | | | | | | | | | | |
| 7920202070 | Film Appreciation | 2 | | | | | | | | | | | | |
| 7920202075 | Gender Studies | 2 | | | | | | | | | | | | |
| 7920202088 | Intepreting Practice | 2 | | | | | | | | | | | | |
| 7920202291 | Language and the Internet | | 2 | | | | | | | | | | | |
| 7920202292 | Language at Workplace | | 2 | | | | | | | | | | | |
| 7920202290 | Professional Ethics | | 2 | | | | | | | | | | | |
| 7920202212 | Subtitling | 2 | | | | | | | | | | | | |
| 7920202216 | Theatre and Scriptwriting | | 2 | | | | | | | | | | | |
| 7920202221 | Thesis Proposal Writing | 2 | | | | | | | | | | | | |
| 7920202293 | World Englishes | 2 | | | | | | | | | | | | |
| **Semester 7** | | | | | | | | | | | | | | |
| 7920202004 | American Literature | | 2 | | | | | | | | | | | |
| 7920203295 | Apprenticeship | 3 | | | | | | | | | | | | |
| 7920204297 | Creative Writing | | 3 | | | | | | | | | | | |
| 7920204298 | English for Media Industry | | 4 | | | | | | | | | | | |
| 7920204296 | Englishh for Business Communication | | 4 | | | | | | | | | | | |
| 7920203109 | Kuliah Kerja Nyata | 3 | | | | | | | | | | | | |
| 7920202300 | Memory and Narratives | | 2 | | | | | | | | | | | |
| 7920206193 | Skripsi | 6 | | | | | | | | | | | | |
| 7920202299 | Writerpreneurship | | 2 | | | | | | | | | | | |

# DESKRIPSI MATAKULIAH
# PROGRAM STUDI S1 Sastra Inggris

**7920202277 Essential English Grammar**

Dosen : Ephrilia Noor Fitriana, S.Hum., M.Hum.
Cicilia Deandra Maya Putri, S.Hum., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to apply grammar rules and principles to produce accurate translations and interpretations.
- Being able to apply grammatical properties in examining paragraphs.
- Being able to demonstrate precise usage of English grammar in different context in pre-intermediate level.
- Being able to adopt appropriate English grammar in different context.

**Deskripsi Matakuliah**

This subject is designed to review noun clause, adjective clause, adverb clause, parallel structure and comparison. Those elements of grammar are discussed in connection with (1) grammar patterns in sentences: simple, compound, and compound-complex sentences, (2) functional aspect of grammar in context relating to tenses, (3) grammar connection with other language aspects in particular reading and writing. The teaching-learning activities are conducted through presentation, small group discussion, question-answer, quizzes and assignment (synchronous and asynchronously)

**Referensi Utama**

- Azar, B. S. 2017. Understanding and using English grammar. White Plains, NY: Pearson Education.
- Murphy, Raymond. 2015. Essential Grammar in Use. Cambridge: Cambridge University Press.
- Holt, Rinehart, & Winston, 2005. Element of Language: Grammar, Usage, and Mechanics Language Skills Practice.
- Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.
- Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc.

**Referensi Pendukung**

**7920202245 Essential Speaking Skills**

Dosen : Diana Budi Darma, S.S., M.Pd.
Uci Elly Kholidah, S.S., M.A.
Cicilia Deandra Maya Putri, S.Hum., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to produce adequate daily spoken English from various topics provided.

**Deskripsi Matakuliah**

This subject is specifically designed to give students opportunity to develop and strengthen skills in expressing simple idea s in the form of dialogue and monologue simple and describe the images based on instructions given by using the functions of language that emphasizes the importance of accuracy (pronunciation, stress, and intonation). The emphasis put on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous and competent speakers of English. All teaching learning activities are conducted through lecturing, discussion and presentation. This course uses Project-Based methods of learning.

**Referensi Utama**

- Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd
- Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd
- Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press
- Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL

**Referensi Pendukung**

- Essays
- Books
- Journal articles

**7920202247 Essential Writing Skills**

Dosen : Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.
Uci Elly Kholidah, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to estimate the title dan messages from complete text.
- Being able to compose descriptive and narrative essay writings, which include main ideas, supporting details and simple grammar patterns, are developed as foundation on writing skills
- Being able to describe objects in written form appropriately according to intermediate level
- Being able to show respect in giving response toward the feedback

**Deskripsi Matakuliah**

This course is a continuation of paragraph writing course and is designed to help its participants master the concept of descriptive and narrative essay writing which integrates the process of writing, essay structure and principles of unity and coherence. Accordingly, the general discussion in this course includes inventing ideas and limiting subject of discussion as well as essay structure. To accommodate the achievement of learning outcome, the course is conducted through lecturer's presentation, class discussion, and writing practices for academic purposes.This course is a continuation of paragraph writing course and is designed to help its participants master the concept of descriptive and narrative essay writing which integrates the process of writing, essay structure and principles of unity and coherence. Accordingly, the general discussion in this course includes inventing ideas and limiting subject of discussion as well as essay structure. To accommodate the achievement of learning outcome, the course is conducted through lecturer's presentation, class discussion, and writing practices for academic purposes.

**Referensi Utama**

- Coe, Norman., et.al. 1986. Writing Skills . London: Cambridge University Press.
- Derewianka, Beverly. 1995. Exploring How Text Work . NSW Australia: Primary English Teaching Association.
- Oshima, Alice and Ann Hogue. 1999. Writing Academic English . New York: Longman.
- Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.
- Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.

**7920202080 Indonesian Society and Culture**

Dosen : Dr. Much. Koiri, M.Si.
Diana Budi Darma, S.S., M.Pd.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to examine concepts and theories of society and culture to analyze sociocultural phenomena.
- Being able to compose a reflective essay and an analytical essay of max 800 words on Indonesian cultural daily phenomena.
- Being able to respond to texts on Indonesian cultural issues orally.
- Being able to respect in cooperation in thought, expression, and intellectual engagement when writing compose a reflective essay and an analytical essay of max 800 words on Indonesian cultural daily phenomena.

**Deskripsi Matakuliah**

This course is designed to make students have competence and performance in Indonesian society and culture in general. It covers discussion on the concepts of individuals, family, community, society, Indonesian cultural identity, rural-urban society, youth culture, virtual society and its culture. This course also gives opportunities for the students to apply concepts/theories to analyse phenomena dan make an ethnographic report. This course uses problem-based and project-based methods of learning.

**Referensi Utama**

- Kuntjara, Esther. 2006. Penelitian Kebudayaan: Sebuah Panduan Praktis . Yogyakarta:Graha Ilmu Refika Aditama.
- Soelaiman, M. Munandar. 2001. Ilmu Sosial Dasar: T eori dan Konsep Ilmu Sosial ed. 4 . Bandung:
- Sudikan S. Y & Indarti T.2021. Etnografi (Studi Budaya – Penelitian Interdisipliner) Jilid 1. Sidoarjo: Tankali
- Sudikan S. Y, Indarti T, Saputra A.W. (2021). Etnografi (Studi Budaya – Penelitian Interdisipliner) Jilid 2. Sidoarjo: Tankali

**Referensi Pendukung**

- 1. Journals 2. Handouts

**7920202246 Intensive Reading Skills**

Dosen : Dr. Dian Rivia Himmawati, S.S., M.Hum.
Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to estimate the title dan messages from complete text.
- Being able to demonstrate the english language proficiency through reading text with several forms of activities in intermediate level
- Being able to demonstrate students critical thinking and problem solving in thematic discussion

**Deskripsi Matakuliah**

This course is designed to prepare students for non-fictional texts at the pre-intermediate level by exploring a wide variety of strategies, including reading strategies for before, during and after reading (i.e. previewing, scanning, using context clues to clarify meaning, finding the main idea, summarizing, making inferences). Rich vocabulary instruction and practice that targets vocabulary from the Academic Word List (AWL) level 1-3, technical and cultural terms related to the topic discussed provide opportunities for students to improve their language proficiency and their ability to decode and process vocabulary. The topics in this course include history, technology, literature, nutrition, geology, sociology, journalism, and medicine. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer. This course uses Case-based and Project-Based methods of learning. .

**Referensi Utama**

- Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press

**7920202280 Listening for General Communication**

Dosen : Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to identify general and specific information of various monologue and dialogue, and identifying general and specific information of longer dialogue and monologue of non-authentic and authentic materials with various genres.
- Being able to discuss and summarize various kinds of daily communication
- Being able to understand and respond to speech based on certain topics related to daily context
- Being able to respect in thought, expression, and intellectual engagement to differences of opinions and personal response

**Deskripsi Matakuliah**

This course focuses on developing practical listening skills for general communication. Through lectures, discussions, and case-based exercises, students will learn how to identify specific and general information of various dialogues in authentic and non-authentic materials, improve their comprehension and retention of information, and develop active listening and responding techniques. Additionally, the course aims to enhance students' listening skills in English proficiency tests.

**Referensi Utama**

- Miles Craven. 2008. Real Listening and Speaking 3 . Cambridge: Cambridge University Press
- Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate . London: Marshall Cavendish Ltd
- Soars, John and Liz. 2004. New Headway Student Book . Oxford: Oxford University Press
- Harmer, Jeremy. 2004. Just Listening and Speaking Upper Intermediate . London: Marshall Cavendish Ltd
- Rogers, Bruce. 2011. The Complete Guide to the TOEFL Test. Boston: Heinle Cengage Learning

**Referensi Pendukung**

- YouTube videos
- TedTalk videos

**7920202271 Pronunciation Practice**

Dosen : Cicilia Deandra Maya Putri, S.Hum., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Students will be able to demonstrate improved pronunciation of English sounds, including vowels, consonants, and diphthongs
- Students will be able to speak English with increased intelligibility, allowing them to communicate effectively in various real-life situations.
- Students will understand and apply correct word stress patterns and rhythm in spoken English, enhancing their natural and fluent speech
- Students will be able to develop phonemic awareness, enabling them to distinguish and produce the individual sounds of English accurately
- Students will be able to expand their vocabulary and understand how pronunciation relates to word meaning and context
- Students will be able to speak English with improved fluency and a natural flow, avoiding hesitations and pauses
- Students will develop an awareness of how pronunciation can vary across different English-speaking regions and cultures

**Deskripsi Matakuliah**

This subject aims to provide students with knowledge and skills of English Pronunciation. It covers the knowledge and practice of pronouncing the appropriate English sounds, stresses, and intonations used in words, phrases, and sentences in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching and learning activities are conducted through lecturing, drilling, and practice, and will be compiled into podcast.

**Referensi Utama**


- Baker, Ann., and Marshall, Leslie. 2006. Ship or Sheep?: An Intermediate Pronunciation Course: 3rd ed. Cambridge: Cambridge University Press.
- Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation . USA: Prentice Hall Regents.
- Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.
- O'Connor, J.D. 1980. Better English Pronunciation: 2nd ed. Cambridge: Cambridge University Press.


**7920202253 Active Reading**

Dosen : Kenya Permata Kusumadewi, S.S., M.Pd.
Silvy Cinthia Adelia, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to estimate the title dan messages from complete text.
- Being able to demonstrate the english language proficiency through reading text with several forms of activities in intermediate level
- Being able to demonstrate students critical thinking and problem solving in thematic discussion

**Deskripsi Matakuliah**

Activee reading course assists students to read a large number of materials from a variety of topics on a wide range of genres primarily for pleasure to enrich understanding that is well within their linguistic and literary competence in and out of the classroom. The materials of this course include (1) how to interpret the theme of the text based on the main idea, supporting details, sequence, and cause and effect relationships, (2) how to comprehend the use of figurative language, (3) how to judge the author's point of view and language mood, and (4) how to draw the conclusions and predict the outcomes of the text, including relating the information in the text into broader context. The activeities in this course are conducted through group discussions, presentations, and classroom assignment, e.g. written summary, report, and analysis of the text.
This course aims to develop student's communicative competence as well as students reading abilities in order to increase student's confidence in learning English which work with pedagogical strategy: providing a large volume of comprehensible to enhance students' communicative competence. Goals will be achieved: (1) to create access for learners to sufficient input of the target language, (2) to enhance reading skills(fluency) by encouraging students to read a large number of books on various topics as well as to improve their overall language competence, (3) to develop oral communicative competence by providing students with collaborative activeities, (4) to build a positive toward learning English by using materials within the students' language abilities, (5) to enhance student's motivation and love for learning and to build life-long learning habit.

**Referensi Utama**


- Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press


**7920202034 Critical Listening**

Dosen : Adam Damanhuri, S.S., M.Hum.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Students will develop the ability to actively and attentively listen to a wide range of audio materials, including music, spoken word, and environmental sounds
- Students will learn to identify and analyze subtle nuances, elements, and details in audio recordings, such as instrumentation, timbre, dynamics, and spatial characteristics
- Students will be able to critically evaluate audio recordings, performances, and speeches, identifying strengths and weaknesses, and providing constructive feedback
- Students will be able to Develop an awareness of cultural sensitivity when interpreting and evaluating audio content from diverse backgrounds and perspectives

**Deskripsi Matakuliah**

This course concentrates on preparing students for the listening of authentic materials. This course further develops students 19 listening comprehension and trains the use of critical thinking skills. Students will listen to interviews/reports from news, talk and entertainment programs 13 and engage in discussions by using critical thinking to analyze, synthesize and express opinions on the information presented in the programs.

**Referensi Utama**


- CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW


**7920202254 Expository and Analytical Writing**

Dosen : Kenya Permata Kusumadewi, S.S., M.Pd.
Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.
Ephrilia Noor Fitriana, S.Hum., M.Hum.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Demonstrate Proficiency in Writing Mechanics
- Craft Clear and Coherent Essays
- Analyze and Synthesize Information
- Use Evidence Effectively
- Develop Strong Thesis Statements
- Engage with Academic and Scholarly Sources
- Apply Different Writing Styles and Genres
- Demonstrate Critical Thinking Skills
- Revise and Edit Effectively
- Engage in Peer Review and Feedback
- Understand Ethical Writing Practices
- Present Ideas Orally and in Writing
- Develop a Writing Portfolio
- Prepare for Further Academic and Professional Writing
- Reflect on Writing Process

**Deskripsi Matakuliah**
In this course, students will explore the idea of writing expository and analytical essays in unity and coherence by applying acceptable language features to communicate in written form. They are expected to develop their writings from paragraph to essay, to identify the model of the expository and analytical text; including but not limited to process, cause and effect, comparison and contrast, classification and division, and definition, and to construct a five-paragraph essay. All teaching-learning activities are conducted through lecturing, presentation, discussion, and question-and-answer session.

**Referensi Utama**


- Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.
- Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.
- Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.
- Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication


**7920203281 Functional Grammar**
Dosen : Ayunita Leliana, S.S., M.Pd.
Fariq Shiddiq Tasaufy, S.S., M.Hum.
Cicilia Deandra Maya Putri, S.Hum., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Critically Evaluate Language Use

**Deskripsi Matakuliah**
This course equips students with practical skills in applying functional grammar principles to analyze and interpret language in real-world contexts. It integrates theoretical foundations with hands-on application, emphasizing the functional perspective of grammar and its relevance in understanding how language functions in communication. The Students will be introduced to the framework for analyzing grammar and meaning along three dimensions: (1) how language represents states and activities, (2) how language functions in the interaction between people, and (3) how information is structured in sentences and texts. Through theoretical inputs and practical activities, students will raise their awareness of how language users convey meaning through their choice of words and grammatical structures in specific situations. The course will additionally include analyses of authentic texts in various genres, touching upon various SDG issues focused on gender equality (SDG 5), reduced inequality (SDG 10), and no poverty (SDG 1). This course will use a range of assessment tasks including text analyses and interpretation, projects, and written tests. By the end of the course, the students will deepen their understanding of grammatical structures and their functional significance in various genres while also carrying out critical analyses and developing collaboration skills essential for future academic and professional endeavors.

**Referensi Utama**


- Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.
- Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.
- Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group
- Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.
- Martin, J. R. (1992). English Text: System and Structure. Benjamins.


**7920203095 Introduction To Linguistics**
Dosen : Lisetyo Ariyanti, S.S., M.Pd.
Ayunita Leliana, S.S., M.Pd.
Fariq Shiddiq Tasaufy, S.S., M.Hum.
Cicilia Deandra Maya Putri, S.Hum., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- 1) Being able to understand the basic concepts and theories of linguistic elements 2) Being able to understand the concepts of phonology, morphology and syntax, semantics and pragmatics, and discourse and multimodality 3) Being able to apply the concepts of phonology, morphology and syntax, semantics and pragmatics, and discourse and multimodality 4) Being able to analyze various linguistic elements in a variety of language phenomena

**Deskripsi Matakuliah**
This subject discusses the origin of language and introduces basic concept of linguistic branches and their functions. The lecture is initiated with the explanation on the study of sound that covers sound production, three labels of phoneme. Other lectures address more complex field, namely: linguistics as a scientific study of language, characteristics of language, phonology, morphology, syntax, semantics, language change,

**Referensi Utama**


- Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.
- Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press
- Yule, G. 2010. The Study of Language (4th ed). Cambridge: Cambridge University Press.


**7920203096 Introduction To Literature**
Dosen : Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.
Uci Elly Kholidah, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to analyze the selected literary works by using intrinsic/extrinsic elements of fiction.
- Being able to produce reflective and analytical notes on the selected literary works.
- Being able to respond to the presentation of the selected literary works orally.
- Being able to respect in thought, expression, and intellectual engagement to differences of opinions and personal response.

**Deskripsi Matakuliah**

The course assists the students of English to understand the very nature of literature in general. It also undercovers intrinsic and extrinsic elements of literary works. The course provides students the opportunity to use literary elements in analysing prose/fiction, poetry, and drama. This subject uses a case study of learning.

**Referensi Utama**

- 1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.
- 2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.

**Referensi Pendukung**

- . Journals
- handouts

**7920202172 Public Speaking**

Dosen : Diana Budi Darma, S.S., M.Pd.
Uci Elly Kholidah, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to demonstrate prepared speeches (Informative, Demonstrative, and persuasive presentation) and Impromptu speech both formally and informally regarding various issues
- Being able to demonstrate the use of appropriate grammar, communication style, and intelligible pronunciation in delivering speeches.
- Being able to formulate their standpoint without discarding other students‘ ideas.

**Deskripsi Matakuliah**

This subject is specifically designed to give students an opportunity to develop and strengthen skills in presenting public oral presentations in a variety of situations where English is the medium of communication. The presentations are in the form of impromptu and prepared speeches (informative, persuasive, demonstrative, special occasion, etc.). The subject provides students with a basic background in the theories and principles of public speaking, as well as practical experience. The emphasis put on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous and competent speakers of English. All teaching learning activities are conducted through lecturing, discussion and presentation. This course uses Project-Based method of learning.

**Referensi Utama**

- Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc
- Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.

**Referensi Pendukung**

- Sprague, J., Stuart, D., &Bodary, D. (2010). The speaker’s handbook (10th ed). Belmont, CA: Thomson/Wadsworth

**7920202278 Argumentative Writing**

Dosen : Dr. Widyastuti, S.S., M.Pd.
Silvy Cinthia Adelia, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to understand the principles of argumentative writing
- Being able to provide factual support as evidence in the argumentative writing
- Being able to understand the concept on using other types of evidence
- Being able to implement the concept on organizing and writing an argument

**Deskripsi Matakuliah**

This course provides practical knowledge of productive skill; writing argumentative which concern the detail in the unity, coherence, content rich, arguments, data, and facts. It covers the paraphrasing, synthesizing, writing argument, citing method. In this course, students also learn how to (1) selecting topics, (2) using facts, (3) using other types of evidence, (4) organizing and writing an argument, (6) revising arguement , and (7) constructing the content on the basis of useful realibility of sources and critical thinking.

**Referensi Utama**

- Brown, Ann Cole, Jeffrey Nilson, Fran Weber Shaw, Richard A. Weldon . 1984. Houghton Mifflin English. Grammar and Composition. Sixth Course . Boston, USA: Houghton Mifflin Company.
- Coe, Norman et al . 1986. Writing Skills . London: Cambridge University Press.
- Kiszner, Laurie G. dan Stephen R. Mandell . 1983. Patterns for College Writing: A Rhetorical Reader and Guide . New York: St. Martin’s.
- Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.

**Referensi Pendukung**

- Journals

**7920202036 Critical Reading**

Dosen : Ayunita Leliana, S.S., M.Pd.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- students are able to Develop the ability to read and understand a wide range of texts, including complex and challenging materials
- students are able to Enhance critical thinking skills by analyzing and evaluating the content, arguments, and evidence presented in written texts
- students are able to Learn to interpret and make inferences from texts, including identifying implied meanings, subtext, and authorial intent
- students are able to synthesize information from multiple texts to form a comprehensive understanding of a topic or issue

**Deskripsi Matakuliah**

This subject assists students to develop the critical thinking skills and to cultivate a critical response and reasoned point of view as basis for argument through the various genres of text the students read at university level. The materials covers (1) how to examine the evidence or arguments presented, (2) how to check out any influences on the evidence or arguments,(3) how to check out the limitation of focus, how to examine assumption or implications made and (4) what extent the students are prepared to accept the author & amprsquos arguments, opinion, or conclusions. The students will also be required to respond to texts in written responses (summary, critical review and annotated bibliography). The classroom activities are conducted through group activities and classroom assignments.

**Referensi Utama**


- Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express
- Barnet, Sylvan & Bedau, H. 2014. Critical Thinking, Reading and Writing: A brief guide to argument. Boston:Bedford/St.Martins
- Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments.Hampshire: Palgrave MacMillan
- Fairbairn, G. J., & Fairbairn, S. A. 2001. Reading at university: A guide for students. Buckingham: Open University Press.
- Mickulecky, Beatrice S. 1996. Advanced reading Power. New York: Pearson Education


**Referensi Pendukung**

**7920203272 English Morphology and Syntax**

Dosen : Dr. Dian Rivia Himmawati, S.S., M.Hum.
Fariq Shiddiq Tasaufy, S.S., M.Hum.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to communicate and collaborate with peers to analyze and solve English morphology and syntax-related problems
- Being able to apply theoretical concepts English Morphology and Syntax to analyse and interpret word formation process and sentence structure
- Being able to utilize linguistic theories to asses the impact of morphological and syntatical variations on meaning and communication accross different contexts.
- Being able to produce clear and coherent presentation and written reports that demonstrate an understanding of English Morphology and Syntax concepts, supported by evidence and critical reasoning.
- Being able to comprehend and produce English Morphology and Syntax analysis in a product

**Deskripsi Matakuliah**

This course aims to provide students with critical analytical skills that are essential for linguistics and related fields, fostering a deeper appreciation for language diversity and complexity. Topics include word formation processes, morphemes, sentence structure, syntactic categories, and their social implications. The course utilizes lectures, interactive discussions, and hands-on activities, encouraging active engagement through real-world examples and collaborative exercises. Assessment methods include exams, class participation to evaluate understanding and application of concepts, and collaborative projects to explore practical applications of morphology and syntax, fostering teamwork and real-world relevance. This course aligns with SDG 4 (Quality Education) by promoting linguistic diversity, and SDG 10 (Reduced Inequalities) by addressing language and identity . By the end of the course, students will critically analyze English language structures and their impact.

**Referensi Utama**


- Harley, Heidi. 2006. English Words.Oxford: Blackwell Publishing
- McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.
- Miller, Jim. 2002. An Introduction to English Syntax. Edinburg: Edinburg University Press
- Sobin, Nicholas, 2011. Syntatic Analysis The Basics. West Sussex: Willey Blackwell.
- Fromkin, V., Rodman, R. and Hyams, N. 2011. An Introduction to Language. 9th ed. USA: Heinle
- Mattielo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica
- Lieber, R. 2009. Introducing Morphology. Cambridge: Cambridge University Press
- Mattielo, E . 2013. Extra-grammatical Morphology in English. Berlin: Hubert & Co
- Plag, Ingo. 2018 Word Formation in English. Cambridge: Cambridge University Press


**Referensi Pendukung**

**7920202056 English Phonology**

Dosen : Prof. Slamet Setiawan, M.A., Ph.D.
Ayunita Leliana, S.S., M.Pd.
Imam Hanafi, S.S., M.App.Ling.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to appraise segmental features of several languages
- Being able to compare and contrast segmental features of two different languages
- Being able to deliver the opinion as pre intermediate level
- Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.

**Deskripsi Matakuliah**

This course provides a comprehensive overview of the English sound system, exploring the relationship between sound and meaning. Students will delve into phonological rules and sound change, examining their impact on language learning and intercultural communication. The course adopts a communicative approach, emphasizing the practical application of phonological knowledge in real-world contexts. Students will analyze diverse English accents and dialects, promoting inclusivity and addressing biases related to language variation (SDG no. 10), Assessment will consist of a written test, a case study, a project, and a reflective report where students will demonstrate their knowledge and understanding of phonology. The reflective report will invite students to reflect critically on their learning and development in the course. By the end of the course, students will have a strong understanding of English phonology and its relevance to various linguistic applications.

**Referensi Utama**


- Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.
- Odden, David. 2005. Introducing Phonology. Cambridge: Cambridge University Press.
- McMahon, A. 2002. An Introduction to English Phonology. Edinburgh: Edinburg University Press.
- Radford, Andrew, et.al. 2009. Linguistics: An Introduction (2nd edition). New York: Cambridge University Press.
- https://www.youtube.com/watch?v=72M77Tva
- https://www.youtube.com/watch?v=l4eby6lbtEI
- https://www.youtube.com/watch?v=h4yrIuCE6UM


**7920202061 Entrepreneurship**

Dosen : Adam Damanhuri, S.S., M.Hum.
Silvy Cinthia Adelia, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Students will be able to define and explain the concept of entrepreneurship , its role in the economy and its sifnificance in society
- Students will develop the ablility to generate and evaluate creative bussiness ideas, considering market needs, oppotunities and trends
- Develop a comprehensive bussiness plan
- Develop skills in conducting market research
- Develop effective communication and presentation skills
- Apply critical thinking and problem solving skills in real world entrepreneurial scenarios
- Define and measure success in entrepreneurship

**Deskripsi Matakuliah**

Mata kuliah kewirausahaan mengajarkan bagaimana menjadi wirausahawan yang memiliki ide atau gagasan usaha menjadi suatu lapangan usaha dan dengan memahami situasi dan kondisi yang terjadi disekitar dapat mecetak wirausahawan yang sukses dan dapat menciptakan lapangan kerja bagi orang lain. Mata kuliah tersebut juga merupakan implementasi dari berbagai teori yang diajarkan dalam kewirausahaan sehingga mahasiswa diharapkan dapat menjadi wirausahawan baru yang memiliki ide dan implementasi mengenai lapangan usaha baru yang dapat memajukan perekonomian pribadi, perusahaan, agama, dan negara.

**Referensi Utama**


- Mellor, Robert, et all (2009), Entrepreneurship for everyone, SAGE
- Panduan penyusunan Proposal PKM-K, Belmawa, Kemristek Dikti, 2015, Jakarta
- Buku Pedoman Program Mahasiswa Wirausaha (PMW) UNESA, 2021, Surabaya
- Scarborough, Norman M & Doug Wilson (2008), Kewirausahaan dan Manajemen Usaha Kecil, Pearson Education.


**7920202279 Poetry Appreciation**

Dosen : Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.
Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.
Uci Elly Kholidah, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to analyze the elements of poetry and how they contribute to the meaning and impact of poems
- Being able to critically evaluate the themes and messages of poetry, including the use of historical, social, and cultural contexts
- Being able to produce personal responses to poetry through reflective writing, discussion, and presentation, and apply critical thinking skills to engage with the text
- Being able to advocate cultural diversity in various interactions that involve different cultures

**Deskripsi Matakuliah**

This course is designed to train students in the art of appreciating poetry. Focuses upon the formal properties of poetry and studies the conventions of the genre as it develops within or across historical periods and/or cultures. The first part of the class will introduce a variety of short poems and educate students in skills necessary for reading and understanding poetry. They also will learn how to scan lines for meter and rhythm; learn how to do simple analysis to the use of figures of speech such as metaphor, metonymy, personification, allusion and so on; and they also will identify and appreciate techniques of sound and structure for better understanding and appreciating poetry works. The course will modify the method of lecturing, performance, group discussion, question and answer, and peer assessment.

**Referensi Utama**


- Kennedy, X. J. and Dana Gioia (2002) An Introduction to Poetry . New York: Longman
- Wolosky, Shira (2001) The Art of Poetry. How to Read A Poem . Oxford: OUP, Inc. Supplementary readings:
- Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company
- Barnett, Sylvan. et al (1995) An Introduction to Literature . New York: HarperCollins College Publishers
- Capella, David and Wormser, Baron (2000) Teaching the Art of Poetry: The Moves . Mahwah, NJ: Lawrence Erlbaum Associates
- Grace, William J (1965) Response to Literature . New York: McGraw-Hill Company
- Holman, Hugh C (1981) A Handbook to Literature . Indianapolis: Bobbs-Merill Educational Publishing
- McMichael (1980) Editor. Anthology of American Literature . New York: Macmillan Publishing Co. Inc.,
- Perrine, Laurence (1977) Sound and Sense: An Introduction to Poetry . New York: New York: Harcourt, Brace Jovanovich, Inc.
- Reaske, Christopher R (1970) The Writer's Guide to the Study of Literature, New York: Random House
- Rosenthal, M.L. and A. J. M. Smith (1973) Exploring Poetry . New York: The Macmillan Company
- . Shaw, Harry (1972) Concise Dictionary of Literary Terms. New York: McGraw-Hill.
- . Wayne, Philip (1946) The Heritage of Poetry: English Poems for Chaucer to the Present Day . London: Longmans, Green and Co,


**7920200242 Prose Appreciation**

Dosen : Diana Budi Darma, S.S., M.Pd.
Dr. Ali Mustofa, S.S., M.Pd.
Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to appraise key elements of prose works through literary elements.
- Being able to reflect on students' cultural identity upon analyzing fictions.

**Deskripsi Matakuliah**
This course aims to deepen students‘ understanding and enjoyment of prose literature through the study of short stories, novels, and essays from diverse cultural contexts (including western society and culture), with a particular focus on issues related to the Sustainable Development Goals (SDGs), such as quality education (SDG 4), gender equality (SDG 5), and reduced inequalities (SDG 10). The scope includes thematic exploration, close reading, and analysis of literary elements such as character, plot, and style. The teaching approach combines interactive lectures, group discussions, and individual presentations to foster critical thinking and articulate expression. Assessment procedures include analytical essays, creative projects, reflective reports, and writing assessments, along with mid-term and final exams. Through these methods, students will develop their analytical skills, enhance their writing, and gain a greater appreciation for the richness and diversity of prose literature, while understanding its connection to global issues addressed by the SDGs.

**Referensi Utama**


- Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge
- Tyson, Louis. 2006. Critical Theory Today: A User Friendly Gude (Second Edition). New York: Routledge
- Barry, Peter. 2002. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester and New York: Manchester University Press.
- Selden, Raman. Widdowson, Peter, and Brooker, Peter. 2005. A Reader's Guide to Contemporary. Literary Theory. 5th ed. New York: Pearson Longman.
- Bennett, Andrew and Nicholas Royle. 2016. An Introduction to Literature, Criticism and Theory (3rd Edition). London: Routledge.
- Beard, A., Elsdon, G., & Bunten, P. (2016). Oxford International AQA Examinations: International A Level English Literature. Oxford University Press.


**Referensi Pendukung**

- Literary Works
- Journals and Articles

**7920202258 Speaking for Debating**
Dosen : Lina Purwaning Hartanti, S.Pd., M.EIL.
Imam Hanafi, S.S., M.App.Ling.
Ephrilia Noor Fitriana, S.Hum., M.Hum.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to construct arguments in the form of debate performances dealing with selected motions/topics using British Parliamentary or Australian Parliamentary.
- Being able to develop themselves continuously, communicate, and collaborate.
- Being able to practice debating and judge debating practices.
- Being able to practice debate using appropriate grammar and correct pronunciation.

**Deskripsi Matakuliah**
This course aims to empower students to become confident and articulate communicators through the art of speaking for debate, aligning with UN’s SDG issues. Students will hone their persuasive speaking skills, learning to craft compelling arguments, utilize effective delivery techniques, and think critically on their feet. The curriculum explores the foundations of debate theory and structure, delving into evidence-based reasoning, rebuttal strategies, and fallacies to avoid. Through group discussions, presentations, and mock debates, students will gain experience in presenting their ideas persuasively and respectfully engaging with opposing viewpoints. Assessment combines debate participation, written speeches, and peer evaluations, fostering critical thinking, collaboration, and active listening. By the end of the course, students will possess the confidence and skills to effectively advocate for their ideas in any setting, promoting informed and inclusive dialogue in a globalized world. This course uses case-based method of learning.

**Referensi Utama**


- Freely, A.J. & Steinberg, D.L. 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 12th edition. Wadsworth Cengage Learning.
- International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book.
- Meany, J. & Shuster, K. 2002. Art, Argument and Advocacy: Mastering Parliamentary Debate. New York: International Debate Education Association.
- Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)


**7920202263 Western Society and Culture**
Dosen : Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.
Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.
Uci Elly Kholidah, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Historical Understanding
- Cultural Awareness
- Social Structures and Institutions
- Critical Thinking and Analysis
- Cultural Change and Adaptation
- Cross-Cultural Understanding
- Ethical and Moral Dimensions
- Global Perspectives

**Deskripsi Matakuliah**
This subject describes American society and culture. This subject explores the history of American civilization, Education system in America, Family life and structure in America, Governmental systems and politics in America, Countercultures, Women 19s liberation, American popular culture, and others. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.

**Referensi Utama**


- Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.
- Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.
- Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan
- West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.
- Handouts compiled from various sources.


**7920202274 Academic Writing**
Dosen : Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.
Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.
Uci Elly Kholidah, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to understand the principles of academic writing
- Being able to write an essay based on a preferred topic related to the final assignment for undergraduate level
- Being able to compose texts on the preferred topic using appropriate language and mechanics
- Being able to present original and creative works, engage in group discussion, solve problems with critical thinking during class discussion and presentations.

**Deskripsi Matakuliah**

This course is designed to improve students' academic writing skills. It covers different aspects of academic writing such as critical thinking, research skills, citation and referencing, academic language, and reflective practice.

**Referensi Utama**

- Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )
- Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press
- Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St
- Oshima, Alice and Hogue, Ann. 1999. Writing Academic English. New York: Longman

**Referensi Pendukung**

- Journals
- Mendeley Reference Manager

**7920202283 Drama Appreciation**

Dosen : Dr. Much. Koiri, M.Si.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Students should be able to identify and analyze key elements of drama, such as plot, character development, dialogue, setting, and symbolism in various theatrical works
- Students should gain an understanding of different dramatic forms and genres, including tragedy, comedy, farce, and drama, and be able to differentiate between them
- Students should be able to place dramatic works within their historical and cultural context, understanding how societal changes have influenced the development of drama
- Students should be able to develop critical thinking skills by evaluating and critiquing theatrical performances and scripts, considering factors such as acting, direction, staging, and thematic relevance
- students should be able interpret the meaning and messages conveyed by various dramatic works, discussing how themes and symbolism contribute to overall message
- students should be able to develop effective communication skills both written and oral, to articulate their thought and opinions about dramatic works and performances

**Deskripsi Matakuliah**

This course is designed to provide students with an in-depth understanding and appreciation of the art of drama. Through the analysis of plays from different eras and cultures, students will develop critical thinking skills and gain insights into human behaviour and the human condition. The course will explore the various elements of drama, such as character development, plot, dialogue, stage design, and performance. The course will utilize a project-based approach to learning, with students working on projects throughout the semester that integrate the knowledge and skills they have acquired. The projects will be designed to be collaborative and interactive, encouraging students to work together to deepen their understanding of the course material

**Referensi Utama**

- Hornbrook, David. 2002. On The Subject Of Drama . London: Routledge
- Norton, Glyn. P. 2008. The Cambridge History of Literary Criticism Volume III The Renaissance . New York: Cambridge University Press.
- Richards, I.A. 2004. Principles of Literary Principles . New York: Routldge
- Barnet, Sylvan, M. Berman, W. Burto. And M. Stubbs. 1996. Literature for Composition: Essay, Fiction, Poetry, and Drama. New York: harper Collins.
- Perrine, Lawrence.1974. Literature: Structure, Sound, and Sense. New York: Harcourt Brace Jovanovich.
- Bloom, Harold. 2007. The Glass Menagerie by Tennessee Williams . Bloom's Literary Criticism: New York
- Wilde, Oscar Wilde. An Ideal Husband . Icon Group international, Inc:San Diego

**7920203059 English Semantics and Pragmatics**

Dosen : Lisetyo Ariyanti, S.S., M.Pd.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to classify linguistic devices such as appropriate dictions and utterances both in spoken and written texts
- Being able to illustrate the contextual sociocultural phenomena based the concepts and theories of word meaning and speaker's meaning
- Being able to examine the appropriate approaches in meaning to analyze spoken and written text
- Being able to respond various kind problem solving of word meaning and speaker's meaning in spoken and written text

**Deskripsi Matakuliah**

The lesson deals with linguistic meaning, kinds of basic elements to make reference in characterizing the meanings of words or other linguistic units,kinds of relevant data, and how to evaluate the various possible types of data and how word meanings change. Theoretical topics covered include categorization construal acquisition of concepts metaphor blending metonymy compositionality mental spaces lexical semantic change. Various semantic domains will be examined in connection with these topics, e.g. color terms, kinship, dimensional terms, verb meaning but two domains will be treated in depth from various perspectives: the semantics of everyday concepts, and the semantics of space and motion. For pragmatics theoritical frameworks are speech acts,implicature, presupposition, relevant theory, cooperative principles, politeness principles, references, deixies, contexts and co-texts. The final project is documenting the short functional teks are found in the public areas to interpret the communication functions.

**Referensi Utama**


- References
- Crystal, D. 1995. The Cambridge Encyclopedia of English Language. New York: Cambridge :University Press.
- Cruse, D. A. 1990. Language Meaning and Sense: Semantics. In N. E. Collinge (Ed.). An Encyclopaedia of Language. London: Routledge
- Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics.NY: Oxford University Press.
- Cutting, Joan. 2002. Pragmatics and Discourse: A resource book for students. New York: Routledge.
- Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.
- Kertez, Andras. 2004. Cognitive Semantics and Scientific Knowledge: Case studies in cognitive science of science. Amsterdam/Philadelphia: John Benjamins Publishing Company
- Riemer, Nick. 2010. Introducing Semantics. New York: Cambridge University Press
- Van Geenhoven, Veerle. 2006. Semantics in Acquisition. Netherland: Springer.
- George Yule: (1996). Pragmatics. Oxford University Press.


**7920202273 Intrinsic Approaches to Literature**

Dosen : Dr. Ali Mustofa, S.S., M.Pd.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to interpret literary works in various genres by using literary and cultural theories with respond to extrinsic elements of literature
- Being able to apply theories of culture to analyze and respond to sociocultural phenonemena within works of literature in culturallyresponsive way
- Being able to apply basic research methods in literary and cultural analysis to respond to issues in literary works from different ge
- Being able to make use of English in understandable and critical way to share the ideas of the literary and cultural studies both oral and written to diseminate their ideas in classroom discussion/interaction
- Being able to demonstrate the independent thinking in expressing the thoughts of literary and cultural phenomena to engage in classroom discussion/interaction intellectually

**Deskripsi Matakuliah**

Intrinsic approach to literature is focused on exploring a works internal elements, such as characters, themes, and symbols. The case method involves using a specific literary work as a case study to explore and understand the intrinsic elements. This approach allows for a deep and detailed examination of the work, leading to a better understanding of its meaning and significance. The subject covers some topics of new criticism, structuralism, semiotics, myth and motifs in literature, and deconstruction.

**Referensi Utama**


- Achebe, Chinua. 1945. Things Fall Apart. London: CUP
- Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich
- Barry, Peter. 1995. Beginning Theory. Manchester: MUP
- Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge
- Fokkema, D.W & Kunne-Ibsch, Elrud. 1977. Theories of Literature in the Twentieth Century. London: C Hurst and Company
- Knickerbocker & Reninger. 1964. Interpreting Literature. New York: Harcourt Brace Jovanovich
- Morrison, Toni. 1994. The Bluest Eye. New York: A Plume Book
- Tyson, Louis. 2006. Critical Theory Today: A User Friendly Gude (Second Edition). New York: Routledge


**7920202284 Introduction to Translation**

Dosen : Dr. Widyastuti, S.S., M.Pd.
Silvy Cinthia Adelia, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to examine features on linguistics that contribute to engage in translation process and product
- Being able to appraise a translation product by examining ideology and translation methods that produced by the learners
- Being able to explain the selected techniques in translating cultural items
- Being able to translate informative and fictitious English text or vice versa in term of readability
- Being able to translate informative and fictitious English text or vice versa in term of accuracy and acceptability
- Being able to understand the skills and qualities required to be successful in a career in translation

**Deskripsi Matakuliah**

The course is designed for the students to introduce the art and science of translation. The focus is on developing a comprehensive understanding of the translation process, including analysis of source text, selection of target text, and quality control. Students will learn about the key concepts and theories in translation, including equivalence, register, and culture. This course also explores the use of tools and resources available to translators, including CAT tools, dictionaries, and online resources. The course concludes with a discussion of career opportunities and professional development in the field of translation. The class will be conducted in both Indonesian and English as needed, as the instructional materials and activities encompass both languages. The prerequisites are therefore a strong command of written skills (reading and writing) as well as a solid knowledge of Indonesian and English grammar.

**Referensi Utama**


- Baker, Mona. 2018. In Other Words: A Course Book on Translation (3nd Ed). London: Routledge.
- Hartono, R. 2017. Pengantar Ilmu Menerjemah: Teori dan Prakter Penerjemahan. Semarang: Cipta Prima Nusantara.
- Larson, M.L. 1984. Meaning-Based Translation: A Guide to Cross-language Equivalence . Lanham: University Press of Amerika, Inc.
- Machali, R. 2000. Pedoman Bagi Penerjemah . Jakarta: Penerbit PT. Grasindo. 4.Molina, L & Albir, A.H. 2002. Translation Techniques Revisited: A Dynamic and Functionalist Approach in Meta: Journal Des Traducteurs 12(4):498-512.
- Nababan, M. R. (2008). Teori menerjemahkan bahasa Inggris . Yogyakarta: Pustaka Pelajar Newmark, P. 1988. A Textbook of Translation . United Kingdom: Prentice-Hall International (UK) Ltd.
- -_____. 1991. About Translation . Clevedon: Multilingual Matters Ltd.
- Nida, Eugene A. dan Taber, Charles R. 1982. The Theory and Practice of Translation . Leiden: E.J. Brill.
- Nord, C. 2018. Translating as a Purposeful Activity: Functionalist Approaches Explained. Manchester, UK: St. Jerome Publishing.
- Pym, A. 2014. Exploring Translation Theory (2nd Ed). NY: Routledge


**7920204113 Language in Society**

Dosen : Lina Purwaning Hartanti, S.Pd., M.EIL.
Fariq Shiddiq Tasaufy, S.S., M.Hum.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to define the concepts/theories of English Linguistics based on a variety of language phenomena.
- Being able to examine concepts and theories to analyse linguistic-cultural phenomena in society.
- Being able to compose a reflective essay and an analytical paper on current linguistic-cultural phenomena.
- Being able to respond to texts on linguistic-cultural issues orally using appropriate English.
- Being able to respect in cooperation in thought, expression, and intellectual engagement when writing compose a reflective essay/analytical essay on current popular cultural phenomena.

**Deskripsi Matakuliah**

This subject describes the relationship between language, society, and history of language especially english language in shaping new language communities and repertoires.This addresses language change, linguistics developments, language and socio-political history, urbanization, industrialization, social stratification, social dialect, register, code switching, code mixing, regional dialect, bilingualism/multilingualism, language variation, language shift and maintenance, and other language function as individual or social identity as well as a means of inter-ethnic communication. To strengthen the understanding of concepts, local, national, regional, and international contexts are employed to accommodate the social practice of the language in question. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.

**Referensi Utama**


- Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.
- Baugh, Albert C & Thomas Cable. 2002. A History of the English Language Fifth ed. London: Routledge
- Fennell, Barbara A. 2001. A History of English: A Sociolinguistic Approach. Oxford: Blackwell Publishers
- Holmes, Janet. 1992. An Introduction to Sociolinguistics . New York: Longman Group.
- Li Wei (ed.). 2000. The Bilingualism Reader . London and New York: Routledge.
- Momma, Haruko & Michael Matto. 2006. A Companion to the History of the English Language . Oxford: Blackwell Publishers
- Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press
- Wardhaugh, Ronald. 2006. An Introduction to Sociolinguistics. Massachusetts: Blackwell Publishing.


**7920202174 Reading For Research**

Dosen : Kenya Permata Kusumadewi, S.S., M.Pd.
Ayunita Leliana, S.S., M.Pd.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to make use of methods and strategies in reading academic references critically
- Being able to distinguish key features in academic references in the area of linguistics, literature, and culture
- Being able to evaluate academic references
- Being able to compose critical annotated bibliography of the selected academic references

**Deskripsi Matakuliah**

This subject is intended to assist students to develop and cultivate the critical thinking skills applied to academic references of journal articles, book chapters, and the like from linguistics, literature, and cultural studies. This course stresses the importance of scientifically-based research. The students will be required to respond to texts in the written form of critical review. The classroom activities are conducted through individual reading projects, group activities, and quizzes.

**Referensi Utama**

- APA 7th Referencing Style
- Mendeley Referencing System
- Related journal articles
- websites on annotated bibliography: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html https://guides.library.cornell.edu/annotatedbibliography/home . https://student.unsw.edu.au/annotated-bibliography https://library.leeds.ac.uk/info/1401/academic_skills/80/annotated_bibliographievvideo https://libguides.umgc.edu/apa-annotated-bibliography

**7920203182 Research Methodology In Linguistics**

Dosen : Prof. Slamet Setiawan, M.A., Ph.D.
Ayunita Leliana, S.S., M.Pd.
Cicilia Deandra Maya Putri, S.Hum., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- being able to comprehend and apply basic research method in linguistic; background of the study
- being able to comprehend and apply basic research method in linguistic; theorytical framework
- being able to comprehend and apply basic research method in linguistic; research design, data nalysis, and interpretation
- being able proficient in various data collection methods used in linguistics, including surveys, interviews, corpus analysis, and experimental design,

**Deskripsi Matakuliah**

This subject explores types and characteristics of various research methods for Linguistic filed. These covers: (1) the nature of quantitative and qualitative approaches: process of conducting research and the difference between quantitative and qualitative approaches; (2) the steps in the process of research: from collecting data up until reporting and evaluating data; (3) research design: types and their characteristics. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.

**Referensi Utama**


- Litosseliti, Lia (ed.). (2010). Research Methods in Linguistics . London and New York: Continuum International Publishing Group.
- Wray, A., Trott, K., Bloomer, A., Reay, S., and Butler, C. (1998). Projects in Linguistics: A Practical Guide to Researching Language . People's Republic of China: Edward Arnold.
- More references: https://drive.google.com/drive/folders/1BbxEDZh-teT7Xw3b2qqtlXIzxpBQO4M7


**7920203302 Research Methodology in Literature**

Dosen : Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.
Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.
Uci Elly Kholidah, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to discuss how different approaches to literature may result in different interpretations of the same text.
- Being able to map possible research methods in analyzing particular works of literature and culture.
- Being able to present the mini-research proposal orally

**Deskripsi Matakuliah**

This course equips students with the knowledge, skills, and attitudes necessary for conducting effective literary research. Through an exploration of four key approaches to literature—text-, context-, reader-, and author-oriented—students will develop a nuanced understanding of literary analysis. Project-based assessments will enable students to apply these methodologies in practice, fostering critical thinking and research proficiency, thus providing with a strong foundation for developing undergraduate theses.

**Referensi Utama**

- Klarer, Mario. 2004. An Introduction to Literary Studies . London: Routledge.
- Tyson, Lois. 2006. Critical Theory Today: A User-Friendly Guide. London: Routledge.
- Tyson, Lois. 2011. Using Critical Theory: How to read and write about literature London: Routledge.

**Referensi Pendukung**

- Journal articles on literary analysis
- Selected literary works

**7920202282 Statistics for Language Studies**

Dosen : Dr. Widyastuti, S.S., M.Pd.
Silvy Cinthia Adelia, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to define and explain basic statistical concepts.
- Being able to analyze the frequency distribution of data set of words and to examine the correlation between two language variables
- Being able to communicate statistical results clearly and effectively both in written reports and oral presentations
- Being able to critically evaluate the validity and reliability of statistical analyses in published research article, including identifying potential sources of bias or confounding variables.

**Deskripsi Matakuliah**

This course is an introduction to statistics for language studies that develops and illustrates fundamental ideas in statistics with examples and applications from language. Through the lectures, readings, and assignments you will get experience in applying concepts and using statistical methods to collect, analyze, and interpret data from a diverse set of linguistic sources. These statistical concepts that facilitate linguistic explanation through the analysis of quantitative data will be emphasized in this course. This course uses Problem-based and Project-Based methods of learning.

**Referensi Utama**

- Baayen, R. H. 2008. Analyzing Linguistic Data: A Practical Introduction to Statistics Using R . 1st ed. New York: Cambridge University Press, ISBN: 9780521709187. Butler, C.S. 2008. Statistics in Linguistics . Oxford: Basil-Blackwell. Stirzaker, D . 2007. Probability and Random Variables: A Beginner's Guide. 1st ed. New York: Cambridge University Press. ISBN: 0521642973.
- Butler, C.S. 2008.Statistics in Linguistics. Oxford: Basil-Blackwell.
- Stirzaker, D . 2007.Probability and Random Variables: A Beginner's Guide.1st ed. New York: Cambridge University Press. ISBN: 0521642973..

**Referensi Pendukung**

- newspaper/magazines articles
- Journal
- website https://stats.oecd.org/

**7920202285 Critical Thinking**

Dosen : Prof. Slamet Setiawan, M.A., Ph.D.
Dr. Widyastuti, S.S., M.Pd.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to identify critically complex global challenges and issues related to their lives
- Being able to identify and analyze causes of challenges beyond surface-level symptoms
- Being able to identify and analyze causes of challenges beyond surface-level symptoms
- Being able to communicate their critical analyses and arguments effectively, both written and oral

**Deskripsi Matakuliah**

The course is designed to develop students' understanding of critical thinking and their ability to bring it into their lives. It fosters an understanding of how to experience critical thinking skills through any subject or discipline, and at any level of instruction. in addition, the students will be introduced to the elements of reasoning, universal intellectual standards, and intellectual traits through readings, discussions, and practical application activities. Besides, the students will learn to consciously use critical thinking concepts and strategies in learning, and in their lives.

**Referensi Utama**

- Connie Missiner. 2005.Good arguments: an introduction to critical thinking. USA: Prentice-Hall
- Cottrel, Stella.2017. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan
- Laurie Blass. 2017. 21st-century communication: listening, speaking, and critical thinking. USA: Prentice-Hall.
- Lewis Vaughn.2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.

**Referensi Pendukung**

- Journals
- Mendeley Reference Manager

**7920203286 Discourse and Multimodality**

Dosen : Prof. Slamet Setiawan, M.A., Ph.D.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to develop ability to analyze and deconstruct discourse about development of power structures and ideology underpinned
- Being able to develop critical awareness how sustainability represented in various media and genres
- Being able to explore how discourse of environmental and social justice understanding the role of language
- Being able critically reflect on the ethnical dimension of discourse and represent the context consider the issues

**Deskripsi Matakuliah**

The course introduces students to the fundamental concepts and practical applications of multimodality in communication. Multimodality refers to the use of different modes—such as text, images, sound, and video—to convey meaning effectively and engage audiences. Throughout the course, students will explore how multimodal texts are employed in diverse contexts, including digital media, education, advertising, everyday interactions, and SDG-related issues focused on gender (SDG 5), climate action (SDG 13), and social justice (SDG 16). Students will delve into both theoretical frameworks and hands-on applications to grasp how these modes interact to shape how messages are received and understood by audiences. The course includes small group discussions and whole-class debates to encourage active participation and deeper exploration of ideas. This course will use a range of assessment tasks including written tests, text analyses, and projects. This course allows students to demonstrate their understanding through practical projects that apply multimodal communication principles. By the end of the course, students will develop a clear understanding of multimodality and cultivate critical thinking skills for analyzing communication that utilizes various modes within socio-cultural contexts.

**Referensi Utama**


- Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press
- Huckin, Thomas. 2005. Critical Discourse Analysis in Functional Approaches to Written Text: Classroom Applications by Tom Miller . Washington DC: English Language Programs of United States Information Agency
- Kress, G., & van Leeuwen, T. 2006. Reading images: The grammar of visual design . London: Routledge.
- Gee, J. P. 1990. Social linguistics and literacies: Ideology in discourses . Hampshire: The Falmer Press.
- Goodman, S and Graddol, D. 1996. Redesigning English: New texts, new identities . London and New York: The Open University and Routledge.
- Kress, G., Jewitt, C., Bourne, J., Franks, A., Hardcastle, J., Jones, K., and Reid, E. 2005. English in urban classrooms: A multimodal perspective on teaching and learning. New York: RoutledgeFalmer.
- Bateman, J. A. 2008. Multimodality and genre: A foundation for the systematic analysis of multimodal documents. Hampshire: Palgrave Macmillan.
- Schiffrin.1994. Approaches to Discourse . UK: Blackwell.
- Miller, Tom.2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency.


**Referensi Pendukung**

- Journals

**7920202303 English for Media Communication**

Dosen :

**Deskripsi Matakuliah**

This subject offers an introduction to contemporary cultural studies by focusing on the media and their effects in everyday life where English is the medium of communication. It analyses advertisements, movies, television, and new media using approaches across registers of textuality, industry, and social practice. This subject provides students with an understanding of the importance of media forms and technologies in everyday life. All teaching learning activities are conducted through lecturing, discussion, question-answer, observation, and presentation.

**Referensi Utama**


- Carroll, Brian. 2014. Writing and Editing for Digital Media. London: Routledge.
- Branston, Gill., and Stafford, Roy. 2010. The Media Students Book (5th ed). London and New York: Routledge.
- Burton, Graeme. 2002. More Than Meets the Eye: an Introduction to Media Studies (3rd ed). London: Arnold.
- Kellner, Douglas. 1995. Media Culture: Cultural Studies, Identity and Politics between the Modern and the Postmodern . London and New York: Routledge.
- MacRury, Iain. 2009. Advertising . London and New York: Routledge.


**7920202051 English For Tourism**

Dosen : Lina Purwaning Hartanti, S.Pd., M.EIL.
Silvy Cinthia Adelia, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to design brochures and/or booklet on hotel, travel agent, and tour guiding.
- Being able to communicate ideas, both orally and in written effectively.
- Being able to demonstrate effectivity, originality and creativity when performing dialogue, role play, and presentation; and when designing brochures/booklet on hotel, travel agent, and tour guiding

**Deskripsi Matakuliah**

This subject provides students with knowledge of hospitality, travel, and tourism related terms and develops students' ability to communicate effectively in English at a customer liaison level within the hospitality, travel, and tourism industry. It covers the knowledge and practical abilities related to hotel accommodations, travel agency, and tour guide. It also provides students with knowledge and practice of writing tourism advertising in the form of brochure/leaflet/booklet. All teaching learning activities are conducted through lecturing, small group discussion, presentation, role play, and project.

**Referensi Utama**

- Tourism handout (compiled materials).

**Referensi Pendukung**


- Dubicka, Iwonna., and O'Keeffe, Margaret. 2003. English for International Tourism: Pre-Intermediate Students' Book . Essex: Longman.
- Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.
- Morgan, Nigel., and Pritchard, Annette. 2000. Advertising in Tourism and Leisure . Oxford: Butterworth-Heinemann.
- Strutt, Peter. 2003. English for International Tourism: Intermediate Students' Book . Essex: Longman.
- Wyatt, Rawdon. 2007. Check Your English Vocabulary for Leisure, Travel and Tourism (2nded). London: A&C Black Publishers Ltd.

**7920202241 Extrinsic Approaches to Literature**

Dosen : Dr. Ali Mustofa, S.S., M.Pd.
Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Develop an understanding of the relationship between literature and its socio-historical context.
- Identify the ways in which historical events, cultural movements, and social conditions shape literary texts and their reception.
- Analyze how literary works reflect and engage with their respective cultural and historical contexts.
- Evaluate how literary works can be used as tools for cultural critique and resistance.
- Develop skills in conducting research, gathering data, and analyzing sources related to the historical and cultural contexts of literary works
- Explore how literary works can be used to understand the complexities of identity and representation in various cultural contexts
- Develop an awareness of the ways in which literary works are shaped by and help shape their cultural and historical moments.
- Develop skills in critical thinking, close reading, and effective communication in written and oral forms.

**Deskripsi Matakuliah**

The course is to give new ideas on how to explore literary works from the outer spaces of their diaphanous insights. In other words, literary works will be studied from their extrinsic side. By using case study method, the course offers approaches such as Psychology; Psycho-analysis; Sociology; Discourse Analysis (Foucauldian, Gramsci, and Piere Bordieu), Feminism, Ecocriticism, Postcolonialism and Gay and Lesbian Criticism. The design of the course enables the students to critically judge and evaluate works of literature from different perspectives and meanings through activities such as group discussion, note-taking, presentation and writing papers.

**Referensi Utama**


- Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge
- Magedera, Ian. H. 2014. Outsider Biographies . Rodopi: Amsterdam (Literary and Biogrpahy)
- Purkiss, Diane. 2005. Literature, Gender,and Politics during The English War . Cambridge University Press: Cambridge (Literary and Gender)
- Zima, Petter, V. 2002. Deconstruction and Critical Theory . Continuum: London (Literary and Modernity)
- Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism . Palgrave Macmallian: London
- Morales, Helena. 2007. Classical Mythology A Very Short Introduction. Oxford University Press: New York.
- Gallop, Jane. 2011. The Deaths of The Author Reading and Writing in Time . Duke University Press: Durham.
- Schram, Dick. Gerard Steen. 2001. The Psychology and Sociology of Literature . John Benjamins Publishing Company: Amsterdam


**7920202243 Intercultural Communication**

Dosen : Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.
Prof. Slamet Setiawan, M.A., Ph.D.
Diana Budi Darma, S.S., M.Pd.
Cicilia Deandra Maya Putri, S.Hum., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to analyse cultural values, beliefs, perceptions, and communication styles that are important to build intercultural communication competence.
- Being able to produce reflective and analytical notes on intercultural communication issues on the basis of social experiments or observations.
- Being able to respond to texts on intercultural issues orally.
- Being able to advocate cultural diversity in various interactions that involve different cultures.
- Being able to acquire knowledge and skills to effectively engage in intercultural interactions.

**Deskripsi Matakuliah**

This course focuses on gaining an understanding of the concepts associated with culture and communication. The course provides students the opportunity to develop intercultural awareness and patterns of perception and thinking to enable effective communication across cultural boundaries. Topics discussed include the effect of cultural differences on communication styles, personal identities, and various organizational contexts.

**Referensi Utama**


- Samovar, Larry A., et.al. 2012. Communication between Cultures . Singapore: Wadsworth Cengage Learning.
- Selected movie clips
- Handouts from various sources


**7920202288 Introduction to Asian Studies**

Dosen :

**Capaian Pembelajaran Matakuliah/Kompetensi**

- being able to Identify key geographical, historical, and cultural features of various Asian regions
- being able to Analyze major themes in Asian history and their impact on contemporary society.
- being able to Discuss the influence of religion, philosophy, and art in shaping Asian cultures.
- being able to Critically assess contemporary issues facing Asian societies, such as globalization, environmental challenges, and social change.

**Deskripsi Matakuliah**

This course provides a comprehensive overview of the diverse cultures, histories, and societies of Asia. Through interdisciplinary approaches, students will explore key themes such as colonialism, globalization, religion, art, and contemporary issues affecting Asian countries. The course encourages critical thinking about the complexities and interconnections within Asia, fostering an appreciation for its rich tapestry of traditions and innovations.

**Referensi Utama**


- Wong, K. (2018). Asian Studies: A Global Perspective. Routledge.
- Tan, C. (2020). Understanding Asia: A Cultural and Historical Perspective. Oxford University Press.
- Raghavan, V. (2022). Contemporary Issues in Asia: Analyzing Globalization and its Impact. Sage Publications.
- O'Hanlon, R. (2021). The Making of Modern Asia. Harvard University Press


**Referensi Pendukung**

- journal
- Mendeley References Manager

**7920202136 Literary Translation**

Dosen : Dr. Widyastuti, S.S., M.Pd.
Silvy Cinthia Adelia, S.S., M.A.
Uci Elly Kholidah, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to apply an English communication capability that involves at least two different cultural contexts.

**Deskripsi Matakuliah**

This course introduces the students to strategies of translating literary genres such as short stories, poems, haiku, and drama worth translated. it involves the structural analysis and deeper interpretation of the texts in order to produce a translated text with aesthetics. It also discusses other people translation. in the end of the course, students are expected to have a translated product of their own. This course will be conducted through discussion and presentation.

**Referensi Utama**

- Barnett, Sylvan, William Burto, William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson, Longman.
- Singh, Varsha. The Problems in Translating Poetry: Some Structural, Textual, and Cultural Issue.
- Millan, Carmen, Batrina, Framcesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge.

**7920202156 Popular Culture Studies**

Dosen : Dr. Much. Koiri, M.Si.
Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Students will be able to explain and critically analyze major theories and concepts related to popular culture, including cultural studies, semiotics, media theory, and audience studies.
- Students will develop skills to analyze various forms of popular culture texts (e.g., film, television, music, social media, fashion, and literature) using appropriate theoretical frameworks and methodologies.
- Students will demonstrate an understanding of the historical and social contexts in which popular culture texts are produced and consumed, recognizing the influences of class, race, gender, sexuality, and politics.
- Students will enhance their critical thinking and argumentation skills by engaging in debates and discussions about the impact of popular culture on society and individual identities.
- Students will conduct independent research on a topic related to popular culture, utilizing both primary and secondary sources, and present their findings in a clear, organized, and scholarly manner.
- Students will analyze the role of popular culture in the construction and negotiation of individual and collective identities, considering concepts such as fandom, subcultures, and globalization.
- Students will critically evaluate popular culture from ethical and inclusive perspectives, considering issues of representation, diversity, and social justice.

**Deskripsi Matakuliah**

This course aims to develop students‘ critical thinking on the dynamic interplay between popular culture and society. It analyses how cultural trends, media, space and identity forms of entertainment shape and are shaped by social values, identities, and power structures, with a focus on SDG 10 (Gender Equality) and SDG 16 (Peace, Justice, and Strong Institutions). The course explores diverse popular culture texts, including film, television, music, and social media, engaging with critical perspectives on representation, ideology, consumerism, postcolonial studies, and gender studies. Teaching methods include lectures, group discussions, and peer reviews. Formative assessments will consist of group-based presentations and individual reflective journals. The summative assessment will involve a group-based project, creating a podcast series related to a popular culture phenomenon. By the end of the course, students will be able to examine how popular culture can contribute to or challenge social inequalities and critically evaluate the role of media in shaping how media representations influence public perceptions and societal norms. They will also reflect on their own engagement with popular culture and how it shapes their identity, beliefs, and values.

**Referensi Utama**

- Massik, Sonia & Solomon, Jack., 2012. Signs of Life in the U.S.A; Readings of Popular Culture for Writers. New York: Bedford/St. Martin'.
- Adlin, Alfathri, ed. 2006. Resistensi Gaya Hidup: Teori dan Realitas. Yogyakarta: Jalasutra
- Storey, J. (2015). Cultural theory and popular culture: An introduction (7th ed.). Routledge
- Strinati, Dominic. 2014. An introduction to studying popular culture. Routledge: London

**Referensi Pendukung**

- Journals & Handouts

**7920202171 Psycholinguistics**

Dosen : Prof. Slamet Setiawan, M.A., Ph.D.
Adam Damanhuri, S.S., M.Hum.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- being able to understand escribe the interdisciplinary nature of psycholinguistics and its relation to linguistics, psychology, and cognitive science
- being able to analyze the cognitive processes involved in language comprehension
- being able to examine theories of language development in children
- being able to evaluate recent research findings and advancements in psycholinguistics

**Deskripsi Matakuliah**

This course provides an introduction to Psycholinguistics. Psycholinguistics is the field that studies the information processing mechanisms that govern the use of language in comprehension and production, acquisition, and representation. This course also presents historical knowledge of psycholinguistics, biological functions of language, language and cognition, language perception, production and development, which includes first-language acquisition, and second-language learning. Purposes of this course are, 1). to understand current theories of human language use, 2). to understand many of the current methodologies used to study language, and 3). to understand how language processing relates to other fields of psychology.

**Referensi Utama**


- Warren, Paul. 2013. Introducing Psycholinguistics. Cambridge University Press.
- Menn, Lise. 2017. Psycholinguistics, Introduction and Applications. Plural Publishing.
- Traxler, Matthew J and Morton Ann Gernsbacher. 2006. Handbook of Psycholinguistics. University of Wisconsin, Madison, USA.
- Aitchison, Jean. 2011. An Introduction to Psycholinguistics, The Articulate Mammal. Routledge, London and New York.


**7920202211 Stylistics**

Dosen : Lisetyo Ariyanti, S.S., M.Pd.
Fithriyah Inda Nur Abida, S.S., M.Pd.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Students are able to understand the study of linguistic and literary style, including the analysis of language patterns, literary techniques, and their impact on meaning and interpretation.

**Deskripsi Matakuliah**

The course focuses on the relationship between style and stylistics. The study deals with the structure and function of language and explains how that language creates meaning and effect. The study works on the basis that by looking at what writers do, we can find out about language and by looking at language, we can find out about what writers are doing. Oral skills will be sharpened by participation in seminar discussions and by making a presentation to the seminar group. Research skills will be improved by preparing written, assessed essays.

**Referensi Utama**


- Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge
- Burke, Michael (ED.) 2014. The Handbook of Stylistics . London and New York: Routledge
- Norgaard, Nina et.al. 2010. Key Terms in Stylistics . London and New York: Continuum International Publishing Group.
- Watson, Greg and Zyngier, Sonia (Eds.) 2007. Literature and Stylistics for Language Learners: Theory and Practice . New York: Palgrave Macmillan.


**7920204227 World Literature****

Dosen : Dr. Much. Koiri, M.Si.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to analyze the selected literary works by using relevant concepts and theories, and involving the writers' biographical background.
- Being able to produce reflective and analytical notes on the selected literary works.
- Being able to respond to the presentation of the selected literary works orally.
- Being able to respect in thought, expression, and intellectual engagement to differences of opinions and personal response.
- Being able to respect in thought, expression, and intellectual engagement to differences of opinions and personal response.

**Deskripsi Matakuliah**

The course assists the students of English to understand the general trends and perspectives in the history of World Literature. It also undercovers relevant concepts and theories which involve the writers' historical-cultural background. The course provides students the opportunity to use relevant concepts and theories in analysing fiction, poetry, and drama. This subject uses a problem-based method of learning.

**Referensi Utama**


- Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.
- Juvan, Marko. 2018.Perspectivizing Worlf Literature. Literaturna Misal, Sofia. 61.1: 3-19.


**7920202009 Australian Society and Culture**

Dosen : Prof. Slamet Setiawan, M.A., Ph.D.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to understand the concept of Australian history
- Being able to critically analyze indigenous Australian perspectives
- Being able to examine multiculturalism in Australia
- Being able to develop critical thinking skills by exploring and evaluating Australian identity and social issues
- Being able to explore Australian literature and other cultural expressions in reflecting and shaping society

**Deskripsi Matakuliah**

This course provides an opportunity to use specific concepts and methods necessary to develop a broad understanding of Australian society and its culture, particularly understanding of the diversity of Australian culture and the dynamic of its history. Students will have opportunities to investigate Australia's geohistorical setting, demography of the Australian population, cultural diversity, communities, work and the welfare state, social inequalities, rural and urban life, employment, the Australian family, tradition and authority, social structures and sanctions, culture and leisure, spirituality, religion and belief, popular culture and globalization.

**Referensi Utama**


- Turner, Graeme (Ed.) 1993. Nation, Culture, and Text: Australian Cultural and Media Studies. London and New York: Routledge
- McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports . Melbourne: The Australian Society for Sports History Incorporated.
- Woollacott, Angela. 2015. Settler Society in the Australian Colonies: Self-Government and Imperial Culture. Oxford: Oxford University Press.


**7920202025 Childrens Literature**

Dosen : Diana Budi Darma, S.S., M.Pd.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to demonstrate an understanding of the history and evolution of children's literature, including its various genres, themes, and cultural contexts
- Being able to develop creativity and imagination through reading and writing children's literature. They will be able to identify and appreciate the various creative techniques used by authors and illustrators to convey meaning, and apply these techniques in their own writing
- Being able to develop critical thinking skills and analytical tools to read and evaluate children's literature. They will be able to analyze the literary elements, such as plot, character, theme, and language, and identify the social and cultural implications of children's literature
- Being able to develop effective communication and collaboration skills through group discussions, presentations, and group projects. They will be able to express their own ideas and perspectives effectively and listen actively to others.

**Deskripsi Matakuliah**

This course will provide a comprehensive overview of children's literature, using the case study method to encourage students to think deeply about the stories and messages conveyed in literary works. By the end of the course, students will have developed critical thinking, communication, and creative skills that can be applied to their academic and personal pursuits. This course provides an in-depth exploration of the diverse range of literature available for children, using the case study method to analyze and evaluate various literary works. Through close reading, discussion, and creative projects, students will develop critical thinking skills and an appreciation for the power of story books. The course will cover a variety of literary genres, including picture books, chapter books, and young adult novels. Each class will focus on a specific case study, analyzing the themes, motifs, and literary devices used within the selected work. Case studies will cover a range of topics, including the representation of diversity, the use of humor in children's literature, and the role of imagination in story books.

**Referensi Utama**


- Grenby, Mathew. Children's Literature. Edinburgh University Press: Edinburgh. 2008.
- Hunt, Peter and Millicent Lenz. Alternative worlds in Fantasy Fiction. Continuum: Longdon. 2001
- Temple, Charles. Miriam Martinez, Junko Yokota, and Alas Naylor. Children's Books in Children's Hands : An Introduction To Their Literature. Allyn and Bacon: Boston. 1998
- McCulloch, Fiona. Children's Literature in Context. Continuum: New York. 2011
- Sandek, Maurice. Where The Wild Things Are. Harper Trophy: New York. 1963
- Seuzz, Dr. The Cat in The Hat. Random House: New York. 1985
- Carle, Eric. The Very Hungry Caterpillar. Philomel Books: New York. 1969
- Gates, Pamela S., Susan B. Steffel and Francis J. Molson. Fantasy Literature for Children and Young Adults. The Scarecrow Press, Inc.: Oxford. 2003
- Coats, Karen. Looking Glasses and Neverlands. University of Iowa Press: Iowa. 2004
- Bradford, Clare. Kerry Mallan, John Stephens, and Robyn McCallum. New World Orders in Contemporary Children's Literature. Palgrave Macmillan: London. 2008
- Carol, Lewis. Through The Looking Glass. Icon Classic: San Diego. 2005
- Yausafzai, Malala and Chistina Lamb. I am Malala The Girl who stood up for Education and was shot by the Taliban. Weidenfeld & Nicolson: London. 2013


**7920202289 Citizen Journalism**

Dosen :

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Identify and apply the key principles of citizen journalism, including ethics, accuracy, and responsibility
- Produce journalistic content that integrates literary techniques such as narrative structure, character development, and thematic analysis
- Analyze the role of citizen journalism in shaping public discourse, focusing on the use of language and literary elements
- Reflect on the ethical challenges of citizen journalism and propose solutions based on literary and journalistic principles.

**Deskripsi Matakuliah**

This course introduces students to the dynamic field of citizen journalism, with a focus on its role in contemporary society and its connection to English literature. Students will explore how literary skills, such as critical thinking, storytelling, and analysis, contribute to effective citizen journalism. The course will cover the fundamentals of reporting, writing, and multimedia content creation, emphasizing the ethical and literary dimensions of public-interest journalism. Students will engage in hands-on projects, creating journalistic content that reflects their understanding of current events and their ability to apply literary techniques in a journalistic context

**Referensi Utama**


- Gillmor, D. (2006). We the Media: Grassroots Journalism by the People, for the People.
- Atton, C. (2009). Alternative Journalism
- Deuze, M. (2005). What is Journalism? Professional Identity and Ideology of Journalists Reconsidered.
- Singer, J. B. (2013). Participatory Journalism: Guarding Open Gates at Online Newspapers


**Referensi Pendukung**

- Journals
- Mendeley Reference Manager

**7920202294 Corpus Linguistics**

Dosen :

**Capaian Pembelajaran Matakuliah/Kompetensi**

- being able to Explain the fundamental concepts and methodologies in corpus linguistics.

**Deskripsi Matakuliah**

This course introduces students to the field of corpus linguistics, exploring how language data can be analyzed using computational methods. Students will learn to collect, annotate, and analyze corpora to uncover linguistic patterns and insights. The course combines theoretical concepts with practical applications, preparing students for both academic research and real-world language analysis.

**Referensi Utama**


- McEnery, T., & Hardie, A. (2011). Corpus Linguistics: Method, Theory and Practice. Cambridge University Press
- McHarty, A., & others (Eds.). (2010). The Oxford Handbook of Corpus Linguistics. Oxford University Press
- Biber, D., Conrad, S., & Reppen, R. (1998). Corpus Linguistics: Investigating Language Structure and Use. Cambridge University Press.

**Referensi Pendukung**

- journal
- Mendeley References Manager

**7920202047 English Correspondence**
Dosen : Silvy Cinthia Adelia, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to distinguish the concept of use English to carry out everyday activities in academic work, such as writing emails, dealing with referees and editors, making phone calls, and socializing at conferences.
- Being able to demonstrate the developing ideas and limiting subject of discussion as well as English correspondence writing as the continuation of Academic Writing.
- Being able to attach value of being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.

**Deskripsi Matakuliah**
This course is a continuation of academic writing course and is designed to help its participants master the concept of use English to carry out everyday activities in academic work, such as writing emails, dealing with referees and editors, making phone calls, and socializing at conferences. Accordingly, the general discussion in this course includes developing ideas and limiting subject of discussion as well as English correspondence writing. To accommodate the achievement of learning outcome, the course is conducted through lecturer's presentation, class discussion, and writing practices for academic purposes.

**Referensi Utama**

- Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.
- Wallwork, Adrian. 2014. Email and Commercial Correspondence . New York. Springer.
- Wallwork, Adrian. 2016. English for Academic Correspondence . Switzerland: Springer

**7920204301 English for Business Communication**
Dosen : Lina Purwaning Hartanti, S.Pd., M.EIL.
Silvy Cinthia Adelia, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to produce personal and professional business profile and documents.
- Being able to apply the principles of appropriate language and effective business communication both written and orally.
- Being able to show problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.

**Deskripsi Matakuliah**
This course aims to empower students with communication skills for a successful career, aligned with SDGs 4 (Quality Education), 8 (Decent Work), 10 (Reduced Inequalities), and 17 (Partnerships). Students hone written and oral abilities in crafting resumes, excelling in interviews, and composing emails. The curriculum explores personal branding, public relation practices, and responsible social media use for career advancement. Through interactive activities, such as role-playing, discussions, and presentations, students gain confidence presenting themselves and their ideas. Assessment focuses on practical application, with projects organized around business documents, company profile presentations, and simulated press releases. By the end of the course, students will possess a strong foundation in business communication, and will be ready to navigate the professional world and contribute to a more inclusive and sustainable future.

**Referensi Utama**

- 1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.
- 2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.

**Referensi Pendukung**

- 1. journals
- 2. newspaper/magazines articles
- 3. video

**7920202070 Film Appreciation**
Dosen : Dr. Ali Mustofa, S.S., M.Pd.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Critically analyze and interpret films
- Identify and discuss symbolism and metaphor
- Evaluate the use of cinematography and visual storytelling
- Analyze the use of sound and music
- Understand the cultural and historical context of films
- Recognize the contributions of diverse voices and perspectives
- Effectively communicate insights and analyses
- Engage in meaningful discussions and debates
- Develop a deeper appreciation for film as an art form

**Deskripsi Matakuliah**
This course provides an introduction to the basic tools of film analysis. We will examine how elements like mise-en-scène, cinematography, editing and sound work together to create meaning in a range of films. We will also examine how these elements are put together in different types of films – narratives, documentaries and experimental cinema – and how films function in society to circulate ideas and ideologies.

**Referensi Utama**

- 1. Bordwell, David., Thompson, Kristin. 2001. Film Art: An Introduction 6th Edition. New York : McGraw-Hill Book
- 2. Giannetti, Louis. 1976. Understanding Movies 2nd Edition. Prentice-Hall
- 3. Geoffrey Nowell-Smith. 1996. The Oxford History of World Cinema. Oxford University Press

**Referensi Pendukung**

- Benyahia, S. Casey, Gaffney, F, and White, J. 2006. As Film Studies: The Essential Introduction. London and New York: Routledge.
- Articles and essays from film journals such as Sight & Sound, Film Comment, and Cahiers du Cinéma
- Doyle, Billy H. 1999. The Ultimate Directory of Film Technicians: a Necrology of Dates and Places of Births and Deaths of More Than 9,000 Producers, screenwriters, Composers, Cinematographers, Art Directors, Costume Designers, Choreographers, Executives, and Publicists. Lanham, Md.: Scarecrow Press
- Thomson, David. 2002. The New Biographical Dictionary of Film. 4th ed. New York: Knopf
- Tibbetts, John C. 2002. The Encyclopedia of Filmmakers. New York : Facts on File

**7920202075 Gender Studies**
Dosen : Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.
Diana Budi Darma, S.S., M.Pd.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- being able to analyze sociocultural phenomena using concepts and theories of culture
- being able to evaluate sociocultural phenomena using concepts and theories of culture

**Deskripsi Matakuliah**
The course examines contemporary gender relations in contemporary literary and cultural studies. It also examines the practices of gender in society, everyday lives, the school, the workplace, and the home. To what extent these relationscan be explained in terms of women‘s and men‘s choices and to what extent in terms of masculinities and femininities, laws and institutions, and the distribution of power and resources in contemporary society, are key issues to be explored in classes of the course. The ways that ethnicity, 'race' and class modify and give meaning to gender debates in a specific territory and also in an international context will also be a central concern. Gender is encountered in every aspect of people‘s lives. It informs public debate, legislation, how much money can be earned, the victim of gender inequalities, the possibilities to be exposed to risk and sexual violences in society are also concerns of the course

**Referensi Utama**

- Pilcher, J. and Whelehan, I. 2004. Fifty Key Concepts in Gender Studies. London: Sage Publications.
- Selected journal articles

**7920202088 Intepreting Practice**
Dosen : Silvy Cinthia Adelia, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to develop proficiency in simultaneous and consecutive interpreting modes and apply appropriate interpreting techniques and strategies to various contexts, including legal, medical, and community interpreting.
- Being able to demonstrate effective communication skills in interpreting contexts, including managing interactions with clients, colleagues, and other stakeholders.
- Being able to develop critical thinking and problem-solving skills in interpreting scenarios.

**Deskripsi Matakuliah**
This course provides an introduction to the interpreting profession and covers the fundamental principles and skills required for success in the field. Students will learn about the different types of interpreting, including consecutive and simultaneous interpreting, and develop proficiency in both modes of interpretation. The course will also cover appropriate interpreting techniques and strategies for various contexts, including legal, medical, and community interpreting. This course uses Project-Based method of learning.

**Referensi Utama**

- 1. Corsellis, Ann. Public Service Interpreting: The First Steps. Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. Interpretation: Techniques and Exercises. Canada: Multilingual Matters Ltd, 2005.
- 1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge

**Referensi Pendukung**

- YouTube video and handouts

**7920202291 Language and the Internet**
Dosen :

**Capaian Pembelajaran Matakuliah/Kompetensi**

- being able to Analyze how digital platforms shape language use and communication practices.
- being able to Identify and describe various linguistic phenomena emerging from internet communication
- being able to Evaluate the effects of social media on language evolution and language communities.
- being able to Conduct research on a specific aspect of language use in online environments.

**Deskripsi Matakuliah**
This course explores the dynamic relationship between language and digital communication. Students will analyze how the internet transforms language use, including the emergence of new linguistic forms, communication styles, and social practices. Topics include digital discourse, language variation, and the impact of social media on language change.

**Referensi Utama**

- Gee, J. P. (2014). How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.
- Herring, S. C. (2001). Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication, 7(4).

**Referensi Pendukung**

- journal

**7920202292 Language at Workplace**
Dosen :

**Capaian Pembelajaran Matakuliah/Kompetensi**

- being able to apply language skills and cultural awareness to excel in a professional workplace

**Deskripsi Matakuliah**
Language at Workplace course is designed to equip individuals with the necessary language and communication skills to effectively communicate in a professional setting. The course covers a wide range of topics, including business vocabulary, email writing, presentations, meetings, negotiations, and customer service. The goal of this course is to help participants develop the confidence and competence to communicate effectively in English in a variety of business situations, thereby enhancing their employability and professional growth. The course is suitable for people with intermediate to advanced English language proficiency.

**Referensi Utama**

- Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/10.4324/9781315690001 Holmes, J. (2014). Power and Politeness in the Workplace. In *Power and Politeness in the Workplace* . https://doi.org/10.4324/9781315839189
  Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.
  Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.
  Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.

**7920202290 Professional Ethics**
Dosen :

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Mahasiswa memahami konsep dasar dan teori etika profesional serta hubungannya dengan praktik sastra dan bahasa.
- Mahasiswa dapat mengidentifikasi masalah etika dan tantangan dalam berbagai konteks profesional yang relevan dengan sastra Inggris.
- Mahasiswa mampu menganalisis kasus nyata terkait etika profesional dalam bidang penerbitan, penulisan, dan penerjemahan.
- Mahasiswa mampu menyusun strategi dan keputusan etis untuk menyelesaikan dilema dalam situasi kerja yang berhubungan dengan sastra Inggris.

**Deskripsi Matakuliah**
Mata kuliah Professional Ethics ini dirancang untuk membekali mahasiswa dengan pemahaman mendalam tentang etika profesional dalam konteks akademik dan dunia kerja, khususnya yang berkaitan dengan bidang sastra Inggris dan bahasa. Mahasiswa akan mempelajari prinsip-prinsip dasar etika profesional, termasuk tanggung jawab sosial, integritas akademik, kerahasiaan, hak cipta, dan dampak etis dari penggunaan bahasa. Topik-topik ini akan dikaitkan dengan berbagai skenario yang mungkin terjadi di lingkungan kerja, seperti penerbitan, pendidikan, penulisan, penerjemahan, dan media

**Referensi Utama**

- Brown, Gillian, & Yule, George. 1983. Discourse Analysis.
- Jones, Leo. 2001. Welcome!: English for the Travel and Tourism Industry.
- Tannen, Deborah. 2007. Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse.
- Fowler, Roger. 1981. Literature as Social Discourse.

**7920202212 Subtitling**
Dosen : Silvy Cinthia Adelia, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to distinguish between subtitling and dubbing CLO 2 Being able to explain a context in from a subtitling of an audio visual sources in different context on the television advertisements and several movies genre CLO 3 Being able to practice in doing subtitling from an audio visual sources using a software CLO 4 Being able to evaluate by doing an error analysis on to the translation result in the audio visual sources subtitling
- Being able to explain a context in from a subtitling of an audio visual sources in different context on the television adv and several movies genre
- Being able to practice in doing subtitling from an audio-visual source using a software
- Being able to evaluate by doing an error analysis on to the translation result in the audio-visual sources subtitling

**Deskripsi Matakuliah**
Subtitling course assists the students to comprehend and interprets the author's meaning and other information which are not directly stated in the text. The materials of this course include (1) introducing what subtitling and dubbing is, (2) comprehending subtitling in different context on the television adv and several movies genre, (3) practicing in doing subtitling on the television adv and several movies genre using software, (4) analysing various context of the audio and visual works including relating the information into broader context. The activities in this course are conducted through group discussions, presentations, classroom assignment (project base), e.g. written summary, report, and analysis of the audiovisual.

**Referensi Utama**

- Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.

**Referensi Pendukung**

- Video and articles

**7920202216 Theatre and Scriptwriting**
Dosen : Diana Budi Darma, S.S., M.Pd.
Hujuala Rika Ayu, S.S., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- being able to Analyze and critique scripts across various genres and styles.
- being able to Develop original scripts that demonstrate an understanding of dramatic structure and character development.
- being able to Collaborate effectively in a team setting, simulating the roles of writers, directors, and actors.
- being able to Present and critique original works in a workshop setting, incorporating feedback for revision.

**Deskripsi Matakuliah**

This course guides the students to the theories and practices of writing script and performing the script on stage. It includes the critical analysis of plays to identify the vital elements of a play so that students can apply the elements into their process of writing the script. In the end of the course, students are expected to produce a book of script writing and a recorded script performance. This course will be conducted through several methods such as discussion, presentation and lecture.

**Referensi Utama**

- The Art of Dramatic Writing by Lajos Egri
- Writing the Stage Play by Paul McGinnis

**Referensi Pendukung**

- journal
- mendeley references manager

**7920202221 Thesis Proposal Writing**

Dosen : Dr. Much. Koiri, M.Si.
Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.
Prof. Slamet Setiawan, M.A., Ph.D.
Diana Budi Darma, S.S., M.Pd.
Dr. Dian Rivia Himmawati, S.S., M.Hum.
Dr. Ali Mustofa, S.S., M.Pd.
Lina Purwaning Hartanti, S.Pd., M.EIL.
Lisetyo Ariyanti, S.S., M.Pd.
Ayunita Leliana, S.S., M.Pd.
Adam Damanhuri, S.S., M.Hum.
Dr. Zulidyana Dwi Rusnalasari, M.Hum.
Ayu Saraswati, M.Hum.
Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.
Fariq Shiddiq Tasaufy, S.S., M.Hum.
Uci Elly Kholidah, S.S., M.A.
Ephrilia Noor Fitriana, S.Hum., M.Hum.
Cicilia Deandra Maya Putri, S.Hum., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Introduction to Thesis Proposal Writing
- Choosing a Research Topic
- Reviewing Literature
- Research Methods
- Crafting a Research Hypothesis
- Structuring the Proposal (Part 1)
- Structuring the Proposal (Part 2)
- Writing the Literature Review
- Research Ethics
- Writing Style and Clarity
- Peer Review and Feedback
- Finalizing the Proposal
- Final Exam Preparation

**Deskripsi Matakuliah**

The course introduces the students to the steps of how to write a research proposal. In the first of half of the semester students learn to select a topic for their research, limit the scope of the study, write the rationale, formulate the research questions and the objectives of the study, and define the specific terms used in the study. During the second half of the semester, they will learn to write a review of related literature for the proposed topic which covers theoretical framework and state of the arts of the topic chosen. Classroom activities will be on the format of discussion, presentation in class seminar, lecturing, and full thesis proposal writing project.

**Referensi Utama**

- Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.
- Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.
- Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.
- Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.
- Thomson Reuters. 2012. Endnote X6 Help.

**7920202293 World Englishes**

Dosen : Lina Purwaning Hartanti, S.Pd., M.EIL.
Cicilia Deandra Maya Putri, S.Hum., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to define various types of English.
- Being able to compose articles on issues related to variations of English.
- Being able to produce poster presentations on issues related to variations of English.
- Being able to compose texts on variations of English using correct mechanics and effective presentation skills.
- Being able to present original and creative works, engage in group discussion, solve problems with critical thinking during class discussion and presentations.

**Deskripsi Matakuliah**
This course provides an overview of the major varieties of English, including their characteristics at various linguistic levels, their use and status in different countries, and issues of TESOL teaching and testing. Students will compare and contrast varieties of English and investigate the history and spread of English, the formal characteristics of Englishes around the world, and the language teaching. In addition, students will explore how globalisation plays an important role in the status, function and features of English in the world today. The teaching learning activities are conducted through presentation, discussion, and question-answer. Students will develop a research project, focusing on some aspects of English in some varieties.

**Referensi Utama**

- Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.
- Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes . London and New York: Routledge.
- Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction . London: Hodder Education, an Hachette UK company.
- Mesthrie, Rajend and Bhatt, Rakesh M. 2008. World Englishes: The Study of New Linguistic Varieties . Cambridge: Cambridge University Press.
- Seargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context . London and New York: Routledge.

**Referensi Pendukung**

- Surrounding experience

**7920202004 American Literature**
Dosen : Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.
Diana Budi Darma, S.S., M.Pd.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- critically analyze a variety of American literary works
- understanding of the historical and cultural contexts in which American literature was produced
- explore and appreciate the diverse voices and perspectives within American literature
- develop critical thinking skills
- being able to conduct Effective Communication

**Deskripsi Matakuliah**
Learning Outcomes: Applying American history, theories and methodology for the purpose of elaborating opinions and perspectives on American literature. Comprehending Americans literary works and genre, which include history, concepts, and trends. Being precise approaching literary texts and applying approaches such as concepts and theories Being responsible for expressing opinions of approaches of literary works in front of the classroom.

**Referensi Utama**

- John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics

**7920203295 Apprenticeship**
Dosen :

**Deskripsi Matakuliah**

**Referensi Utama**

**7920204297 Creative Writing**
Dosen : Dr. Much. Koiri, M.Si.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to translate the selected written texts of literary writings from English to Indonesian and vice versa.
- Being able to compose in English a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words.
- Being able to determine appropriate mechanical and grammatical forms in composing a reflective essay and an analytical essay of max 800 words
- Being able to respect in cooperation in thought, expression, and intellectual engagement when writing a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words.

**Deskripsi Matakuliah**
This course is designed to make students have competence and performance in literary writing and journalistic writing. More practically, students understand how to write literary writing such as short-story writing and poem writing, and how to write journalistic writing such as travel writing and feature writing. Classroom activities are held in 3 methods: lecturing & discussion, project-based, and individual-project.

**Referensi Utama**

- Booker, Christopher. 2004. The Seven Plots: Why We Tell Stories . New York: Continum.
- Duncan, James and Derek Gregory. 2002. Writes of Passages: Reading Travel Writing . London & New York: Routledge.
- Nugraha, Pepih. 2013. MenulisSosokSecaraInspiratif, Menarik, Unik. Jakarta: Penerbit Buku Kompas.
- Sutejo&Kasnadi. 2006. MenulisKreatif: KiatCeptMenulisPuisidanCerpen . Yogyakarta: Terakata

**Referensi Pendukung**

- Handouts

**7920204298 English for Media Industry**
Dosen :

**Deskripsi Matakuliah**

**Referensi Utama**

**7920204296 Englishh for Business Communication**
Dosen :

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Being able to produce personal and professional business profile and documents.
- Being able to apply the principles of appropriate language and effective business communication both written and orally.
- Being able to show problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.

**Deskripsi Matakuliah**
This course aims to empower students with communication skills for a successful career, aligned with SDGs 4 (Quality Education), 8 (Decent Work), 10 (Reduced Inequalities), and 17 (Partnerships). Students hone written and oral abilities in crafting resumes, excelling in interviews, and composing emails. The curriculum explores personal branding, public relation practices, and responsible social media use for career advancement. Through interactive activities, such as role-playing, discussions, and presentations, students gain confidence presenting themselves and their ideas. Assessment focuses on practical application, with projects organized around business documents, company profile presentations, and simulated press releases. By the end of the course, students will possess a strong foundation in business communication, and will be ready to navigate the professional world and contribute to a more inclusive and sustainable future.

**Referensi Utama**

- 1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.
- 2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.

**Referensi Pendukung**

- 1. journals
- 2. newspaper/magazines articles
- 3. video

**7920203109 Kuliah Kerja Nyata**
Dosen :

**Deskripsi Matakuliah**
Kuliah Kerja Nyata (KKN) adalah mata kuliah berbasis pengalaman yang melibatkan mahasiswa untuk terjun langsung ke masyarakat, dengan tujuan menerapkan ilmu dan keterampilan akademik untuk menyelesaikan masalah nyata di masyarakat. Mahasiswa bekerja sama dengan instansi terkait serta masyarakat lokal untuk meningkatkan kesejahteraan, pendidikan, dan pembangunan sosial-ekonomi di suatu wilayah. Kegiatan ini bertujuan mengembangkan kemampuan kepemimpinan, kerjasama tim, komunikasi, dan berpikir kritis.

**Referensi Utama**

- Freire, Paulo.
- Kretzmann, J.P. & McKnight, J.L.
- DeFilippis, J., Fisher, R., & Shragge, E.
- Ostrom, E. "Governing the Commons: The Evolution of Institutions for Collective Action." 1990. Karya ini membahas institusi masyarakat lokal dalam mengelola sumber daya bersama.

**7920202300 Literature and Memory**
Dosen :

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Develop logical, critical, and creative thinking in analyzing the role of memory in literature, aligning with contemporary memory studies.
- Demonstrate the ability to communicate and collaborate in group discussions, presentations, and critical debates on literary texts related to memory.
- Interpret a variety of literary texts, focusing on themes of memory, trauma, and identity across genres and historical contexts.
- Produce well-structured written and oral analyses, reflecting scholarly engagement with memory studies, intended for academic and non-academic audiences.

**Deskripsi Matakuliah**
The Literature and Memory course explores the intricate relationship between memory and literary expression, focusing on how literature reflects and shapes personal, cultural, and historical memory. Through close readings of various genres—autobiography, historical fiction, modernism, postcolonial narratives, and contemporary media—students will analyze themes such as trauma, nostalgia, intergenerational memory, and the politics of remembering and forgetting. This course fosters critical thinking and interpretive skills, offering insights into how memory functions in literature and influences identity and collective consciousness across different cultural and historical contexts.

**Referensi Utama**

- Hirsch, M. (2012). The generation of postmemory: Writing and visual culture after the Holocaust. Columbia University Press.
- LaCapra, D. (2001). Writing history, writing trauma. Johns Hopkins University Press.
- Caruth, C. (1996). Unclaimed experience: Trauma, narrative, and history. Johns Hopkins University Press.
- Assmann, A. (2011). Cultural memory and Western civilization: Functions, media, archives. Cambridge University Press.
- Ricoeur, P. (2004). Memory, history, forgetting (K. Blamey & D. Pellauer, Trans.). University of Chicago Press.
- Sontag, S. (2003). Regarding the pain of others. Farrar, Straus and Giroux.
- Nora, P. (1996). Realms of memory: Rethinking the French past (L. D. Kritzman, Ed., A. Goldhammer, Trans.). Columbia University Press.

**Referensi Pendukung**

- Some articles related to memory and trauma.
- Some articles literary works related to memory and trauma.

**7920206193 Skripsi**

Dosen : Dr. Much. Koiri, M.Si.
Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.
Prof. Slamet Setiawan, M.A., Ph.D.
Diana Budi Darma, S.S., M.Pd.
Dr. Widyastuti, S.S., M.Pd.
Dr. Dian Rivia Himmawati, S.S., M.Hum.
Dr. Ali Mustofa, S.S., M.Pd.
Lina Purwaning Hartanti, S.Pd., M.EIL.
Lisetyo Ariyanti, S.S., M.Pd.
Ayunita Leliana, S.S., M.Pd.
Adam Damanhuri, S.S., M.Hum.
Dr. Zulidyana Dwi Rusnalasari, M.Hum.
Ayu Saraswati, M.Hum.
Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.
Fariq Shiddiq Tasaufy, S.S., M.Hum.
Uci Elly Kholidah, S.S., M.A.
Ephrilia Noor Fitriana, S.Hum., M.Hum.
Cicilia Deandra Maya Putri, S.Hum., M.A.

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Research Design and Proposal development
- Literature Review Competence
- Data Collection and Analysis Proficiency
- Effective Academic Writing and Communication
- Critical Thinking and Proposal Solving

**Deskripsi Matakuliah**
This advanced-level course is designed to guide students through the process of conceiving, researching, and writing a thesis or major research project with a strong emphasis on addressing real-world challenges within the framework of the United Nations Sustainable Development Goals (SDGs). The course provides students with the tools and knowledge necessary to become effective researchers and advocates for sustainable development.

**Referensi Utama**


- Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.


**7920202299 Writerpreneurship**
Dosen :

**Capaian Pembelajaran Matakuliah/Kompetensi**

- Mahasiswa memahami konsep kewirausahaan dalam konteks industri penulisan kreatif dan konten.
- Mahasiswa dapat mengidentifikasi peluang bisnis dalam industri sastra dan penulisan, serta strategi monetisasi karya tulisan.
- Mahasiswa mampu menganalisis berbagai model bisnis penulisan dan penerbitan digital.
- Mahasiswa mampu merancang dan melaksanakan proyek bisnis berbasis penulisan yang inovatif.

**Deskripsi Matakuliah**
Mata kuliah Writerpreneurship ini bertujuan untuk mengembangkan keterampilan kewirausahaan di kalangan mahasiswa sastra Inggris, terutama dalam bidang penulisan kreatif, penerbitan, dan bisnis berbasis konten. Mahasiswa akan diajarkan bagaimana menggabungkan keterampilan menulis mereka dengan kemampuan kewirausahaan untuk menciptakan peluang bisnis. Topik yang dibahas mencakup dasar-dasar kewirausahaan, monetisasi karya tulisan, hak cipta dan lisensi, pemasaran konten, membangun merek pribadi, dan strategi untuk sukses dalam industri kreatif. Mata kuliah ini juga mencakup kasus studi dari penulis yang sukses dan wirausaha konten. Kegiatan pembelajaran meliputi diskusi, proyek kelompok, presentasi, dan simulasi bisnis.

**Referensi Utama**


- Fowler, Roger. 1981. Literature as Social Discourse.
- “Content Inc.” by Joe Pulizzi (Book) – Discusses content creation and digital marketing strategies for small businesses.
- “Writers & Artists' Yearbook” (Annual Publication) – Provides extensive resources for building a career in writing and publishing.
- Journal of Entrepreneurship & Organization Management – Articles exploring entrepreneurial practices in creative industries.
- Journal of Marketing Communications – Focuses on the latest digital marketing strategies.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Essential English Grammar | 7920202277 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 1 | 15 Mei 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Ephrilia Noor Fitriana, S,Hum., M.Hum. Uci Elly Kholidah, S.S., M.A. | Dr. Widyastuti, S.S., M.Pd. | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| Model Pembelajaran | Case Study | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | |
| | 1. Sikap | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | 2. Keterampilan Umum | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | 3. Keterampilan Khusus | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | 4. Pengetahuan | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | |
| | 1. Being able to apply grammar rules and principles to produce accurate translations and interpretations. | |
| | CPMK 1.A | Being able to apply the basic grammatical structures and rules of English language. |
| | CPMK 1.B | Being able to construct a strong foundation in English grammar. |
| | CPMK 1.C | Being able to demonstrate knowledge and appropriate usage of basic English grammar elements. |
| | CPMK 1.D | Being able to identify correct grammatical rules and principles in different types of information. |
| | CPMK 1.E | Being able to recognize common grammatical errors in writing and speaking. |
| | CPMK 1.F | Being able to compose texts using correct English grammar. |
| | CPMK 1.G | Being able to develop a critical understanding of grammar in different contexts. |
| | CPMK 1.H | Being able to apply grammar rules accurately in different contexts. |
| | CPMK 1.I | Being able to respond to others' opinion in English using an appropriate manner. |
| | CPMK 1.J | Being able to reflect on students' personal grammar strengths and weaknesses in learning English grammar effectively. |
| | 2. Being able to apply grammatical properties in examining paragraphs. | |
| | CPMK 2.A | Being able to apply the basic grammatical structures and rules of English language. |
| | CPMK 2.B | Being able to recognize common grammatical errors in writing and speaking. |
| | CPMK 2.C | Being able to compose texts using correct English grammar. |
| | 3. Being able to demonstrate precise usage of English grammar in different context in pre-intermediate level. | |
| | CPMK 3.A | Being able to apply the basic grammatical structures and rules of English language. |
| | CPMK 3.B | Being able to construct a strong foundation in English grammar. |
| | CPMK 3.C | Being able to demonstrate knowledge and appropriate usage of basic English grammar elements. |
| | CPMK 3.D | Being able to identify correct grammatical rules and principles in different types of information. |
| | CPMK 3.E | Being able to recognize common grammatical errors in writing and speaking. |
| | CPMK 3.F | Being able to compose texts using correct English grammar. |
| | CPMK 3.G | Being able to develop a critical understanding of grammar in different contexts. |
| | CPMK 3.H | Being able to apply grammar rules accurately in different contexts. |
| | CPMK 3.I | Being able to reflect on students' personal grammar strengths and weaknesses in learning English grammar effectively. |
| | 4. Being able to adopt appropriate English grammar in different context. | |
| | CPMK 4.A | Being able to develop a critical understanding of grammar in different contexts. |
| | CPMK 4.B | Being able to respond to others' opinion in English using an appropriate manner. |
| | CPMK 4.C | Being able to reflect on students' personal grammar strengths and weaknesses in learning English grammar effectively. |
| | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | |
| | Sub-CPMK1 | Being able to apply the basic grammatical structures and rules of English language. |
| | Sub-CPMK2 | Being able to apply the basic grammatical structures and rules of English language. |
| | Sub-CPMK3 | Being able to construct a strong foundation in English grammar. |
| | Sub-CPMK4 | Being able to construct a strong foundation in English grammar. |
| | Sub-CPMK5 | Being able to demonstrate knowledge and appropriate usage of basic English grammar elements. |
| | Sub-CPMK6 | Being able to demonstrate knowledge and appropriate usage of basic English grammar elements. |
| | Sub-CPMK7 | Being able to identify correct grammatical rules and principles in different types of information. |
| | Sub-CPMK8 | Being able to recognize common grammatical errors in writing and speaking |
| | Sub-CPMK9 | Being able to compose texts using correct English grammar. |
| | Sub-CPMK10 | Being able to identify correct grammatical rules and principles in different types of information. |
| | Sub-CPMK11 | Being able to recognize common grammatical errors in writing and speaking |
| | Sub-CPMK12 | Being able to compose texts using correct English grammar. |
| | Sub-CPMK13 | Being able to identify correct grammatical rules and principles in different types of information. |
| | Sub-CPMK14 | Being able to recognize common grammatical errors in writing and speaking |
| | Sub-CPMK15 | Being able to compose texts using correct English grammar. |
| | Sub-CPMK16 | Being able to identify correct grammatical rules and principles in different types of information. |
| | Sub-CPMK17 | Being able to recognize common grammatical errors in writing and speaking |
| | Sub-CPMK18 | Being able to compose texts using correct English grammar. |
| | Sub-CPMK19 | Tenses in sentences |
| | Sub-CPMK20 | Being able to develop a critical understanding of grammar in different contexts. |
| | Sub-CPMK21 | Being able to apply grammar rules accurately in different contexts. |
| | Sub-CPMK22 | Being able to develop a critical understanding of grammar in different contexts. |
| | Sub-CPMK23 | Being able to develop a critical understanding of grammar in different contexts. |
| | Sub-CPMK24 | Being able to reflect on students' personal grammar strengths and weaknesses in learning English grammar effectively. |
| | Sub-CPMK25 | Being able to compose texts using correct English grammar. |
| Deskripsi Singkat MK | This subject is designed to review noun clause, adjective clause, adverb clause, parallel structure and comparison. Those elements of grammar are discussed in connection with (1) grammar patterns in sentences: simple, compound, and compound-complex sentences, (2) functional aspect of grammar in context relating to tenses, (3) grammar connection with other language aspects in particular reading and writing. The teaching-learning activities are conducted through presentation, small group discussion, question-answer, quizzes and assignment (synchronous and asynchronously) | |
| Pustaka | Utama : | |

1. Azar, B. S. 2017. Understanding and using English grammar. White Plains, NY: Pearson Education.
2. Murphy, Raymond. 2015. Essential Grammar in Use. Cambridge: Cambridge University Press.
3. Holt, Rinehart, & Winston, 2005. Element of Language: Grammar, Usage, and Mechanics Language Skills Practice.
4. Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.
5. Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc.

**Pendukung :**

**Dosen Pengampu** | Ephrilia Noor Fitriana, S.Hum., M.Hum.<br>Cicilia Deandra Maya Putri, S.Hum., M.A.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Being able to apply the basic grammatical structures and rules of English language. | Use the correct parts of speech in clauses and sentences | **Kriteria:**<br>Criteria: Written Form: Obervation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, Small group discussion, Question-Answer<br>2 X 50 | | **Materi:** Part of speech: noun, pronoun, verb, adverb, adjective, preposition, conjunction, and interjection.<br>**Pustaka:** *Azar, B. S. 2017. Understanding and using English grammar. White Plains, NY: Pearson Education.* | 5% |
| 2 | Being able to apply the basic grammatical structures and rules of English language. | Identify the concept of subject-verb agreement (Plural and singular nouns). | **Kriteria:**<br>Criteria: Written Form: Quiz<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, question and answer<br>2 X 50 | | **Materi:** -Parts of a sentence -Subject-verb agreement -Singular and plural nouns<br>**Pustaka:** *Azar, B. S. 2017. Understanding and using English grammar. White Plains, NY: Pearson Education.* | 5% |
| 3 | Being able to construct a strong foundation in English grammar. | Students could describe the rule regarding singular - plural nouns in English and put into practice the knowledge in sentences | **Kriteria:**<br>Criteria: Written Form: Quiz<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | Lecturing, discussion, question and answer<br>2 X 50 | | **Materi:** -Parts of a sentence -Subject-verb agreement -Singular and plural nouns -Word order<br>**Pustaka:** *Azar, B. S. 2017. Understanding and using English grammar. White Plains, NY: Pearson Education.* | 5% |
| 4 | Being able to construct a strong foundation in English grammar. | Analyze critically dependent and independent clauses | **Kriteria:**<br>Criteria: Spoken & Written Form: Observation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, group discussion, question and answer<br>2 X 50 | | **Materi:** -Parts of speech -Parts of a sentence -Subject-verb agreement -Dependent and independent clauses<br>**Pustaka:** *Azar, B. S. 2017. Understanding and using English grammar. White Plains, NY: Pearson Education.* | 5% |
| 5 | Being able to demonstrate knowledge and appropriate usage of basic English grammar elements. | Identify sentence fragments in sentences in groups. | **Kriteria:**<br>Criteria: Written Form: Observation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, group discussion, question and answer<br>2 X 50 | | **Materi:** Parts of a sentence (sentence, sentence fragment, run on).<br>**Pustaka:** *Murphy, Raymond. 2015. Essential Grammar in Use. Cambridge: Cambridge University Press.* | 5% |
| 6 | Being able to demonstrate knowledge and appropriate usage of basic English grammar elements. | Compose a creative infographic in groups on sentence, sentence fragment, run on. | **Kriteria:**<br>Criteria: Written Form: Infographic Rubric<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, group discussion, question and answer<br>2 X 50 | | **Materi:** Parts of a sentence (sentence, sentence fragment, run on).<br>**Pustaka:** *Murphy, Raymond. 2015. Essential Grammar in Use. Cambridge: Cambridge University Press.* | 5% |
| 7 | 1.Being able to identify correct grammatical rules and principles in different types of information.<br>2.Being able to recognize common grammatical errors in writing and speaking<br>3.Being able to compose texts using correct English grammar. | Analyze grammatical errors in paragraphs | **Kriteria:**<br>Criteria: Spoken & Written Form: Presentation and Error Analysis Rubric<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Case-Based Method<br>Phase 1:<br>• Dividing the students into a group of 3<br>• Giving the students 3 reading texts and asking them to find grammatical errors appeared throughout the text (Case study introduction)<br>2 X 50 | | **Materi:** Parts of speech<br>**Pustaka:** *Azar, B. S. 2017. Understanding and using English grammar. White Plains, NY: Pearson Education.* | 10% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **8** | 1.Being able to identify correct grammatical rules and principles in different types of information.<br>2.Being able to recognize common grammatical errors in writing and speaking<br>3.Being able to compose texts using correct English grammar. | Analyze critically dependent and independent clauses | **Kriteria:**<br>Criteria: Spoken & Written Form: Presentation and Error Analysis Rubric<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Case-Based Method<br>Phase 2:<br>• Finding errors in the text<br>• Discussing and identifying what kind of errors that appear in the text (Defining the problems)<br>2 X 50 | | **Materi:** Parts of a sentence<br>**Pustaka:** *Holt, Rinehart, & Winston, 2005. Element of Language: Grammar, Usage, and Mechanics Language Skills Practice.* | 5% |
| **9** | 1.Being able to identify correct grammatical rules and principles in different types of information.<br>2.Being able to recognize common grammatical errors in writing and speaking<br>3.Being able to compose texts using correct English grammar. | Solve the errors problem effectively | **Kriteria:**<br>Criteria: Spoken & Written Form: Presentation and Error Analysis Rubric<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Case-Based Method<br>Phase 3:<br>• Negotiating with group members to solve the problem effectively. For example: Student 1 will handle reading text 1 or each student must find at least 3 errors on each text<br>2 X 50 | | **Materi:** Subject-verb agreement<br>**Pustaka:** *Holt, Rinehart, & Winston, 2005. Element of Language: Grammar, Usage, and Mechanics Language Skills Practice.* | 10% |
| **10** | 1.Being able to identify correct grammatical rules and principles in different types of information.<br>2.Being able to recognize common grammatical errors in writing and speaking<br>3.Being able to compose texts using correct English grammar. | Rewrite the correct parts of sentences | **Kriteria:**<br>Criteria: Spoken & Written Form: Presentation and Error Analysis Rubric<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Case-Based Method<br>Phase 4:<br>• Presenting in groups the result of discussion<br>• Explaining why the errors happen and giving the correct version (Presenting the solutions).<br>Phase 5:<br>• Discussing and offering other solutions<br>• Making consensus towards the most effective way to identify and solve the errors (Evaluating the solutions).<br>Phase 6:<br>• Giving feedbacks (Done by the lecturer)<br>• Writing personal reflective notes (Feedback)<br>2 X 50 | | **Materi:** Dependent and independent clauses<br>**Pustaka:** *Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.* | 10% |
| **11** | Tenses in sentences | Apply properly the correct verb tenses based on the context. | **Kriteria:**<br>Criteria: Spoken and written Form: observation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, question and answer<br>2 X 50 | | **Materi:** -Verb tense for simple past, simple present, and simple future tenses. - Active and passive voice.<br>**Pustaka:** *Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.* | 5% |
| **12** | 1.Being able to develop a critical understanding of grammar in different contexts.<br>2.Being able to apply grammar rules accurately in different contexts. | Complete detailed summary on active and passive voice. | **Kriteria:**<br>Criteria: Spoken and written Form: Presentation rubric<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, question and answer<br>2 X 50 | | **Materi:** -The use of tenses in various context<br>**Pustaka:** *Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc.* | 5% |
| **13** | Being able to develop a critical understanding of grammar in different contexts. | Critically analyze different types of sentence structures, including simple, compound, and complex sentences, to convey ideas effectively. | **Kriteria:**<br>Criteria: Written Form: Quiz<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, question and answer<br>2 X 50 | | **Materi:** Types of sentence structures, including simple, compound, and complex sentences<br>**Pustaka:** *Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc.* | 5% |
| **14** | Being able to develop a critical understanding of grammar in different contexts. | Compose original narrative text using proper types of sentence structures. | **Kriteria:**<br>Criteria: Written Form: Narrative Writing Rubric<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, question and answer<br>2 X 50 | | **Materi:** Types of sentence structures, including simple, compound, and complex sentences<br>**Pustaka:** *Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc.* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **15** | Being able to reflect on students' personal grammar strengths and weaknesses in learning English grammar effectively. | Detailed reflections on students' viewpoints in applying English grammar rules accurately in different contexts. | **Kriteria:**<br>Criteria: Spoken and written Form: Observation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, question and answer<br>2 X 50 | | **Materi:** Applying English grammar rules accurately in different contexts<br>**Pustaka:** *Page, Mary Ellen Munoz. 2011. ESL Grammar: Intermediate and Advanced. New Jersey: Research & Education Association, Inc.* | 5% |
| **16** | Being able to compose texts using correct English grammar. | Compose an original descriptive text using appropriate English grammar. | **Kriteria:**<br>Criteria: Written Form: Descriptive writing rubric<br><br>**Bentuk Penilaian** :<br>Tes | Lecturing, discussion, question and answer<br>2 X 50 | | **Materi:** Applying English grammar rules accurately in different contexts.<br>**Pustaka:** *Lester & Beason, Mark & Larry. 2013. English Grammar usage (second edition). New York: MacGraw Hill.* | 10% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 87.5% |
| 2. | Tes | 12.5% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Essential Speaking Skills | 7920202245 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 1 | 15 Mei 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Uci Elly Kholidah, S.S., M.A. | Cicilia Deandra Maya Putri, S.Hum., M.A. | Dr. Ali Mustofa, S.S., M.Pd. |

**Model Pembelajaran:** Project Based Learning

**Capaian Pembelajaran (CP)**

**CPL-PRODI yang dibebankan pada MK**

| | |
|---|---|
| **1. Sikap** | |
| CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| **2. Keterampilan Umum** | |
| CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| **3. Keterampilan Khusus** | |
| CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| **4. Pengetahuan** | |
| **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| 1. Being able to produce adequate daily spoken English from various topics provided. | |
| CPMK 1.A | Being able to apply appropriate vocabulary and grammar to produce fluent and coherent spoken English on a range of everyday topics. |
| CPMK 1.B | Being able to use appropriate language functions in everyday conversation. |
| CPMK 1.C | Being able to employ effective communication strategies. |
| CPMK 1.D | Being able to respond appropriately to questions and comments from other speakers. |
| CPMK 1.E | Being able to develop cultural competence by engaging in discussions and debates on topics related to diverse cultures and societies. |
| CPMK 1.F | Being able to demonstrate an integrative and independent approach to spoken English by applying critical thinking skills to analyze information from various sources. |
| CPMK 1.G | Being able to apply critical thinking skills when discussing complex topics in English, by presenting well-organized arguments and supporting them with evidence. |
| CPMK 1.H | Being able to use digital technology to record and review their own spoken performances for self-evaluation and improvement. |
| CPMK 1.I | Reflect on the effectiveness of different language learning strategies and techniques, and adapt these strategies to improve language proficiency. |
| **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| Sub-CPMK1 | Being able to apply appropriate vocabulary and grammar to produce fluent and coherent spoken English on a range of everyday topics |
| Sub-CPMK2 | Being able to use appropriate language functions in everyday conversation. |
| Sub-CPMK3 | Being able to employ effective communication strategies. |
| Sub-CPMK4 | Reflect on the effectiveness of different language learning strategies and techniques and adapt these strategies to improve language proficiency. |
| Sub-CPMK5 | To be able to conduct an invitation Addressing |
| Sub-CPMK6 | To be able to practice thanking people and replying expressions |
| Sub-CPMK7 | Being able to demonstrate an integrative and independent approach to spoken English by applying critical thinking skills to analyze information from various sources. |
| Sub-CPMK8 | Being able to apply critical thinking skills when discussing complex topics in English, by presenting well-organized arguments and supporting them with evidence. |
| Sub-CPMK9 | Reflect on the effectiveness of different language learning strategies and techniques, and adapt these strategies to improve language proficiency. |
| Sub-CPMK10 | Being able to employ effective communication strategies. |
| Sub-CPMK11 | Being able to use digital technology to record and review their own spoken performances for self-evaluation and improvement. |
| Sub-CPMK12 | Being able to apply critical thinking skills when discussing complex topics in English, by presenting well-organized arguments and supporting them with evidence. |
| Sub-CPMK13 | Being able to demonstrate an integrative and independent approach to spoken English by applying critical thinking skills to analyze information from various sources. |
| Sub-CPMK14 | Reflect on the effectiveness of different language learning strategies and techniques, and adapt these strategies to improve language proficiency. |
| Sub-CPMK15 | Being able to develop cultural competence by engaging in discussions and debates on topics related to diverse cultures and societies. |
| Sub-CPMK16 | students are able to Perform role-play different scenarios, and then switch roles to practice different language functions |
| Sub-CPMK17 | Being able to employ effective communication strategies. |
| Sub-CPMK18 | Being able to demonstrate an integrative and independent approach to spoken English by applying critical thinking skills to analyze information from various sources. |
| Sub-CPMK19 | Being able to respond appropriately to questions and comments from other speakers. |
| Sub-CPMK20 | Reflect on the effectiveness of different language learning strategies and techniques and adapt these strategies to improve language proficiency. |

**Deskripsi Singkat MK:** This subject is specifically designed to give students opportunity to develop and strengthen skills in expressing simple idea s in the form of dialogue and monologue simple and describe the images based on instructions given by using the functions of language that emphasizes the importance of accuracy (pronunciation, stress, and intonation). The emphasis put on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous and competent speakers of English. All teaching learning activities are conducted through lecturing, discussion and presentation. This course uses Project-Based methods of learning.

**Pustaka**

**Utama :**


1. Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd
2. Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd
3. Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press
4. Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL


**Pendukung :**

1. Essays
2. Books
3. Journal articles

**Dosen Pengampu:** Diana Budi Darma, S.S., M.Pd.
Uci Elly Kholidah, S.S., M.A.
Cicilia Deandra Maya Putri, S.Hum., M.A.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Being able to apply appropriate vocabulary and grammar to produce fluent and coherent spoken English on a range of everyday topics | to define the class' contract to explain rules to explain material in general | **Kriteria:** Oral<br><br>**Bentuk Penilaian** : Aktifitas Partisipasif | Lecturing, group discussion, question and answer<br>2 X 50 | | **Materi:** Guide for presenting personal information properly.<br>**Pustaka:** *Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd* | 3% |

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|---|---|---|---|---|---|---|---|
| **2** | Being able to use appropriate language functions in everyday conversation. | Making suggestions, expressing opinions, and asking for clarification in everyday conversation | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, question and answer<br>2 X 50 | | **Materi:** Interactive activities by giving the certain situation that should be faced.<br>**Pustaka:** *Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd* | 2% |
| **3** | 1.Being able to employ effective communication strategies.<br>2.Reflect on the effectiveness of different language learning strategies and techniques and adapt these strategies to improve language proficiency. | 1.Express likes and dislikes properly.<br>2.Detailed reflection on self-awareness of strengths and weaknesses in speaking English. | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, question and answer<br>2 X 50 | | **Materi:** Interactive activities by giving the certain situation that should be faced.<br>**Pustaka:** *Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd* | 2% |
| **4** | To be able to conduct an invitation Addressing | to define invitation | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, question and answer.<br>2 X 50 | | **Materi:** Guide to respond appropriately to questions and comments from other speakers.<br>**Pustaka:** *Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd*<br><br>**Materi:** Guide to respond appropriately to questions and comments from other speakers.<br>**Pustaka:** *Harmer, Jeremy. 2007. Just Listening and Speaking Pre-Intermediate. London: Marshall Cavendish Ltd* | 2% |
| **5** | To be able to practice thanking people and replying expressions | Critically respond to some videos about the cultural phenomenon and give an opinion about that. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, group discussion, question and answer<br>2 X 50 | | **Materi:** Guide to developing cultural competence.<br>**Pustaka:** *Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd* | 2% |
| **6** | Being able to demonstrate an integrative and independent approach to spoken English by applying critical thinking skills to analyze information from various sources. | Actively participate in group discussions on various topics provided. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, group discussion, question and answer<br>2 X 50 | | **Materi:** Prompts or questions to guide the discussion.<br>**Pustaka:** *Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd* | 2% |
| **7** | 1.Being able to apply critical thinking skills when discussing complex topics in English, by presenting well-organized arguments and supporting them with evidence.<br>2.Reflect on the effectiveness of different language learning strategies and techniques, and adapt these strategies to improve language proficiency. | 1.Presenting the idea in a mini-debate on a controversial topic.<br>2.Detailed reflection notes on identify areas for improvement | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, group discussion, question and answer<br>2 X 50 | | **Materi:** Guide for presenting proper mini-debate.<br>**Pustaka:** *Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd* | 2% |
| **8** | 1.Being able to employ effective communication strategies.<br>2.Being able to use digital technology to record and review their own spoken performances for self-evaluation and improvement. | Produce a job application video at 4 minutes duration maximum. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Tes | Lecturing, group discussion, question and answer<br>2 X 50 | | **Materi:** Key strategies to get the best practice of job application video.<br>**Pustaka:** *Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate. London: Marshall Cavendish Ltd*<br><br>**Materi:** Key strategies to get the best practice of job application video.<br>**Pustaka:** *Essays* | 20% |

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|---|---|---|---|---|---|---|---|
| **9** | Being able to apply critical thinking skills when discussing complex topics in English, by presenting well-organized arguments and supporting them with evidence. | Deliver short presentations on a topic of their choice. | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, group discussion, question and answer | | **Materi:** Guidelines for structuring the presentation<br>**Pustaka:**<br>*Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press* | 2% |
| **10** | Being able to demonstrate an integrative and independent approach to spoken English by applying critical thinking skills to analyze information from various sources. | Producing video presentation about current events. | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Lecturing, group discussion, question and answer | | **Materi:** Providing current topics and giving strategy to respond them.<br>**Pustaka:**<br>*Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press* | 3% |
| **11** | Reflect on the effectiveness of different language learning strategies and techniques, and adapt these strategies to improve language proficiency. | Detailed reflection on the effectiveness of different language learning strategies. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, group discussion, question and answer | | **Materi:** Effectiveness of different language learning strategies.<br>**Pustaka:**<br>*Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press*<br><br>**Materi:** Effectiveness of different language learning strategies.<br>**Pustaka:** *Journal articles* | 3% |
| **12** | Being able to develop cultural competence by engaging in discussions and debates on topics related to diverse cultures and societies. | Critically analyze a variety of topics, and practice presenting information in a clear and engaging manner. | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, group discussion, question and answer | | **Materi:** Guidelines to practice presenting information in a clear and engaging manner.<br>**Pustaka:**<br>*Gammidge, Mick. 2004. Speaking Extra. UK: Cambridge University Press*<br><br>**Materi:** Guidelines to practice presenting information in a clear and engaging manner.<br>**Pustaka:** *Essays* | 2% |
| **13** | students are able to Perform role-play different scenarios, and then switch roles to practice different language functions | Perform role-play different scenarios, and then switch roles to practice different language functions. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, group discussion, question and answer | | **Materi:** Providing different scenarios.<br>**Pustaka:** *Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL* | 2% |
| **14** | Being able to employ effective communication strategies. | Perform fishbowl discussions on controversial topics. | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Lecturing, group discussion, question and answer.<br>2x50 | | **Materi:** Providing current topics and giving strategy to respond them.<br>**Pustaka:** *Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL* | 3% |
| **15** | Being able to demonstrate an integrative and independent approach to spoken English by applying critical thinking skills to analyze information from various sources. | Conduct roundtable discussions in groups. | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, group discussion, question and answer<br>2x50 | | **Materi:** Providing current topics and giving strategy to respond them.<br>**Pustaka:** *Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL*<br><br>**Materi:** Providing current topics and giving strategy to respond them.<br>**Pustaka:** *Books* | 3% |

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|---|---|---|---|---|---|---|---|
| **16** | 1.Being able to respond appropriately to questions and comments from other speakers.<br>2.Reflect on the effectiveness of different language learning strategies and techniques and adapt these strategies to improve language proficiency. | 1.Respond the impromptu speeches.<br>2.Detailed reflection on personal language learning goals. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Lecturing, group discussion, question and answer<br>2x50 | | **Materi:** Providing random topics.<br>**Pustaka:** *Day, R., Richard. Yamanaka, Junko. Shaules, Joseph. 2002. Impact Values: 30 Discussion Topics to Help You Explore Your Own Values. Pearson ESL*<br><br>**Materi:** Providing random topics.<br>**Pustaka:** *Journal articles* | 47% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 27% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 60% |
| 3. | Penilaian Portofolio | 3% |
| 4. | Tes | 10% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Essential Writing Skills | 7920202247 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 1 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum | Cicilia Deandra | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| Model Pembelajaran | Project Based Learning | |
| Capaian Pembelajaran (CP) | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to estimate the title dan messages from complete text. | |
| | CPMK 1.A | Being able to understand the basics of grammar, punctuation and sentence structure |
| | CPMK 1.B | Being able to develop the ability to write effective paragraphs and essays |
| | 2. Being able to compose descriptive and narrative essay writings, which include main ideas, supporting details and simple grammar patterns, are developed as foundation on writing skills | |
| | CPMK 2.A | Being able to develop the ability to write effective paragraphs and essays |
| | CPMK 2.B | Being able to use appropiate language and style in writing |
| | CPMK 2.C | Being able to understand the fundamentals of good writing, including grammar, syntax and organization |
| | CPMK 2.D | Being able to write clear, concise and well-structured sentences and paragraphs. |
| | 3. Being able to describe objects in written form appropriately according to intermediate level | |
| | CPMK 3.A | Being able to develop the ability to write effective paragraphs and essays |
| | CPMK 3.B | Being able to write clear, concise and well-structured sentences and paragraphs. |
| | CPMK 3.C | Being able to develop critical thinking and analytical skills through the practice of writing. |
| | CPMK 3.D | Being able to develop a personal writing style and voice |
| | 4. Being able to show respect in giving response toward the feedback | |
| | CPMK 4.A | Being able to work collaboratively in groups to analyze and interpret literary works through case-based or project-base activities |
| | CPMK 4.B | Being able to reflect on their own learning and growth as readers and literary analysts through reflective activities and discussions |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to understand the basics of grammar, punctuation and sentence structure |
| | Sub-CPMK2 | Being able to develop the ability to write effective paragraphs and essays |
| | Sub-CPMK3 | Being able to use appropiate language and style in writing |
| | Sub-CPMK4 | 2 Being able to develop the ability to write effective paragraphs and essays |
| | Sub-CPMK5 | Being able to use appropiate language and style in writing |
| | Sub-CPMK6 | Being able to understand the fundamental s of good writing, including grammar, syntax and organization |
| | Sub-CPMK7 | To demonstrate the implementation of paragraph structure concept in paragraph writing |
| | Sub-CPMK8 | To demonstrate the implementation of paragraph structure concept in paragraph writing |
| | Sub-CPMK9 | To demonstrate the implementation of paragraph structure concept in paragraph writing |
| | Sub-CPMK10 | To demonstrate the implementation of paragraph structure concept in paragraph writing |
| | Sub-CPMK11 | 2 Being able to develop the ability to write effective paragraphs and essays |
| | Sub-CPMK12 | Being able to use appropiate language and style in writing |
| | Sub-CPMK13 | 2 Being able to develop the ability to write effective paragraphs and essays |
| | Sub-CPMK14 | Being able to use appropiate language and style in writing |
| | Sub-CPMK15 | 2 Being able to develop the ability to write effective paragraphs and essays |
| | Sub-CPMK16 | Being able to use appropiate language and style in writing |
| | Sub-CPMK17 | Being able to understand the fundamental s of good writing, including grammar, syntax and organization |
| | Sub-CPMK18 | 2 Being able to develop the ability to write effective paragraphs and essays |
| | Sub-CPMK19 | Being able to use appropiate language and style in writing |
| | Sub-CPMK20 | Being able to understand the fundamental s of good writing, including grammar, syntax and organization |
| | Sub-CPMK21 | Being able to develop critical thinking and analytical skills through the practice of writing |
| | Sub-CPMK22 | 2 Being able to develop the ability to write effective paragraphs and essays |
| | Sub-CPMK23 | Being able to use appropiate language and style in writing |
| | Sub-CPMK24 | Being able to understand the fundamental s of good writing, including grammar, syntax and organization |
| | Sub-CPMK25 | Being able to develop critical thinking and analytical skills through the practice of writing |
| | Sub-CPMK26 | 2 Being able to develop the ability to write effective paragraphs and essays |
| | Sub-CPMK27 | Being able to use appropiate language and style in writing |
| | Sub-CPMK28 | Being able to understand the fundamental s of good writing, including grammar, syntax and organization |
| | Sub-CPMK29 | Being able to develop critical thinking and analytical skills through the practice of writing |
| | Sub-CPMK30 | 2 Being able to develop the ability to write effective paragraphs and essays |
| | Sub-CPMK31 | Being able to use appropiate language and style in writing |
| | Sub-CPMK32 | Being able to understand the fundamental s of good writing, including grammar, syntax and organization |
| | Sub-CPMK33 | Being able to develop critical thinking and analytical skills through the practice of writing |
| | Sub-CPMK34 | 2 Being able to develop the ability to write effective paragraphs and essays |
| | Sub-CPMK35 | Being able to use appropiate language and style in writing |
| | Sub-CPMK36 | Being able to understand the fundamental s of good writing, including grammar, syntax and organization |
| | Sub-CPMK37 | Being able to develop critical thinking and analytical skills through the practice of writing |
| | Sub-CPMK38 | 2 Being able to develop the ability to write effective paragraphs and essays |
| | Sub-CPMK39 | Being able to use appropiate language and style in writing |
| | Sub-CPMK40 | Being able to understand the fundamental s of good writing, including grammar, syntax and organization |
| | Sub-CPMK41 | Being able to develop critical thinking and analytical skills through the practice of writing |

| | | |
|---|---|---|
| | Sub-CPMK42 | 2 Being able to develop the ability to write effective paragraphs and essays |
| | Sub-CPMK43 | Being able to use appropiate language and style in writing |
| | Sub-CPMK44 | Being able to understand the fundamental s of good writing, including grammar, syntax and organization |
| | Sub-CPMK45 | Being able to develop critical thinking and analytical skills through the practice of writing |
| **Deskripsi Singkat MK** | This course is a continuation of paragraph writing course and is designed to help its participants master the concept of descriptive and narrative essay writing which integrates the process of writing, essay structure and principles of unity and coherence. Accordingly, the general discussion in this course includes inventing ideas and limiting subject of discussion as well as essay structure. To accommodate the achievement of learning outcome, the course is conducted through lecturer's presentation, class discussion, and writing practices for academic purposes.This course is a continuation of paragraph writing course and is designed to help its participants master the concept of descriptive and narrative essay writing which integrates the process of writing, essay structure and principles of unity and coherence. Accordingly, the general discussion in this course includes inventing ideas and limiting subject of discussion as well as essay structure. To accommodate the achievement of learning outcome, the course is conducted through lecturer's presentation, class discussion, and writing practices for academic purposes. | |
| **Pustaka** | **Utama :** | |
| | 1. Coe, Norman., et.al. 1986. Writing Skills . London: Cambridge University Press.<br>2. Derewianka, Beverly. 1995. Exploring How Text Work . NSW Australia: Primary English Teaching Association.<br>3. Oshima, Alice and Ann Hogue. 1999. Writing Academic English . New York: Longman.<br>4. Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.<br>5. Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education. | |
| | **Pendukung :** | |
| | | |
| **Dosen Pengampu** | Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.<br>Uci Elly Kholidah, S.S., M.A. | |

| **Mg Ke-** | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | **Penilaian** | | **Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]** | | **Materi Pembelajaran [ Pustaka ]** | **Bobot Penilaian (%)** |
|---|---|---|---|---|---|---|---|
| | | **Indikator** | **Kriteria & Bentuk** | **Luring (*offline*)** | **Daring (*online*)** | | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** |
| **1** | 1.Being able to understand the basics of grammar, punctuation and sentence structure<br>2.Being able to develop the ability to write effective paragraphs and essays<br>3.Being able to use appropiate language and style in writing | Students can explain at least 3 characteristics of paragraph writing and essay correctly | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | The student write about theirself.<br>2 X 50 | | **Materi:** Introductiom paragraph writing<br>**Pustaka:** *Coe, Norman., et.al. 1986. Writing Skills . London: Cambridge University Press.* | 5% |
| **2** | 1.2 Being able to develop the ability to write effective paragraphs and essays<br>2.Being able to use appropiate language and style in writing<br>3.Being able to understand the fundamental s of good writing, including grammar, syntax and organization | · to show examples of a paragraph · to give exmaples of the parts of a paragraph to give examples of the best topic sentences | **Kriteria:**<br>written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | The Paragraph writing process<br>The three parts of a paragraphs<br>2 X 50 | | **Materi:** The Paragraph writing process<br>**Pustaka:** *Coe, Norman., et.al. 1986. Writing Skills . London: Cambridge University Press.* | 5% |
| **3** | To demonstrate the implementation of paragraph structure concept in paragraph writing | · to give examples of a paragraph's concluding sentence · to give an example of the correct organization of a topic sentence, supporting sentences, and a concluding sentence in a paragraph to give peer editing of a given paragraph | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | lecturing<br>2 X 50 | | **Materi:** Sentence and supporting sentence<br>**Pustaka:** *Coe, Norman., et.al. 1986. Writing Skills . London: Cambridge University Press.* | 5% |
| **4** | To demonstrate the implementation of paragraph structure concept in paragraph writing | 1.To construct a correct introductory paragraph of an essay<br>2.To construct a correct body paragraphs of an essay to construct a correct concluding paragraph of an essay | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Self directed learning<br>2 X 50 | | **Materi:** Sentence and supporting sentence<br>**Pustaka:** *Coe, Norman., et.al. 1986. Writing Skills . London: Cambridge University Press.*<br><br>**Materi:** Descriptive Paragraph<br>**Pustaka:** *Coe, Norman., et.al. 1986. Writing Skills . London: Cambridge University Press.* | 5% |
| **5** | To demonstrate the implementation of paragraph structure concept in paragraph writing | 1.To construct a correct introductory paragraph of an essay<br>2.To construct a correct body paragraphs of an essay to construct a correct concluding paragraph of an essay | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Self directed learning<br>2 X 50 | | **Materi:** Steps of writing, topic choosing, five-sentence<br>**Pustaka:** *Derewianka, Beverly. 1995. Exploring How Text Work . NSW Australia: Primary English Teaching Association.* | 5% |
| **6** | To demonstrate the implementation of paragraph structure concept in paragraph writing | 1.To construct a correct introductory paragraph of an essay<br>2.To construct a correct body paragraphs of an essay to construct a correct concluding paragraph of an essay | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Self directed learning<br>2 X 50 | | **Materi:** Steps of writing, topic choosing, five-sentence<br>**Pustaka:** *Derewianka, Beverly. 1995. Exploring How Text Work . NSW Australia: Primary English Teaching Association.* | 5% |

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|---|---|---|---|---|---|---|---|
| **7** | 1.2 Being able to develop the ability to write effective paragraphs and essays<br>2.Being able to use appropiate language and style in writing | 1.To analyze the implementation of objective descriptive essay's structure in writing an essa<br>2.To analyze the implementation of subjective descriptive essay's structure in writing an essay | **Kriteria:**<br>1.written and oral<br>2.feedback<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Feedback and revision<br>2 X 50 | | **Materi:** Feedback and revision<br>**Pustaka:** *Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.* | 5% |
| **8** | 1.2 Being able to develop the ability to write effective paragraphs and essays<br>2.Being able to use appropiate language and style in writing | 1.To analyze the implementation of objective descriptive essay's structure in writing an essa<br>2.To analyze the implementation of subjective descriptive essay's structure in writing an essay | **Kriteria:**<br>1.written and oral<br>2.feedback<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Feedback and revision<br>2 X 50 | | **Materi:** Feedback and revision<br>**Pustaka:** *Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.* | 5% |
| **9** | 1.2 Being able to develop the ability to write effective paragraphs and essays<br>2.Being able to use appropiate language and style in writing<br>3.Being able to understand the fundamental s of good writing, including grammar, syntax and organization | 1.To analyze the implementation of objective descriptive essay's structure in writing an essa<br>2.To analyze the implementation of subjective descriptive essay's structure in writing an essay | **Kriteria:**<br>1.written and oral<br>2.feedback<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | submitted final revision<br>2 X 50 | | **Materi:** Feedback and revision<br>**Pustaka:** *Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.* | 5% |
| **10** | 1.2 Being able to develop the ability to write effective paragraphs and essays<br>2.Being able to use appropiate language and style in writing<br>3.Being able to understand the fundamental s of good writing, including grammar, syntax and organization<br>4.Being able to develop critical thinking and analytical skills through the practice of writing | 1.to indicate the structure of narrative essay<br>2.to give examples for the use of language of narrative essay | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Small group discussion about Develop student topic idea and draft become narrative paragraph<br>2 X 50 | | **Materi:** Feedback and revision<br>**Pustaka:** *Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.*<br><br>**Materi:** Introduction Narrative essay<br>**Pustaka:** *Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.* | 5% |
| **11** | 1.2 Being able to develop the ability to write effective paragraphs and essays<br>2.Being able to use appropiate language and style in writing<br>3.Being able to understand the fundamental s of good writing, including grammar, syntax and organization<br>4.Being able to develop critical thinking and analytical skills through the practice of writing | 1.to indicate the structure of narrative essay<br>2.to give examples for the use of language of narrative essay | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Small group discussion about Develop student topic idea and draft become narrative paragraph<br>2 X 50 | | **Materi:** Feedback and revision<br>**Pustaka:** *Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.*<br><br>**Materi:** Introduction Narrative essay<br>**Pustaka:** *Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.* | 5% |
| **12** | 1.2 Being able to develop the ability to write effective paragraphs and essays<br>2.Being able to use appropiate language and style in writing<br>3.Being able to understand the fundamental s of good writing, including grammar, syntax and organization<br>4.Being able to develop critical thinking and analytical skills through the practice of writing | 1.to indicate the structure of narrative essay<br>2.to give examples for the use of language of narrative essay | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Steps of writing, topic choosing, five-sentence<br><br>Individual writing<br>2 X 50 | | **Materi:** Steps of writing, topic choosing, five-sentence<br>**Pustaka:** *Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.* | 5% |

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|---|---|---|---|---|---|---|---|
| **13** | 1.2 Being able to develop the ability to write effective paragraphs and essays<br>2.Being able to use appropiate language and style in writing<br>3.Being able to understand the fundamental s of good writing, including grammar, syntax and organization<br>4.Being able to develop critical thinking and analytical skills through the practice of writing | 1.to indicate the structure of narrative essay<br>2.to give examples for the use of language of narrative essay | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Steps of writing, topic choosing, five-sentence<br><br>Individual writing<br>2 X 50 | | **Materi:** Steps of writing, topic choosing, five-sentence<br>**Pustaka:** *Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.*<br><br>**Materi:** Feedback and Revision<br>**Pustaka:** *Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.* | 5% |
| **14** | 1.2 Being able to develop the ability to write effective paragraphs and essays<br>2.Being able to use appropiate language and style in writing<br>3.Being able to understand the fundamental s of good writing, including grammar, syntax and organization<br>4.Being able to develop critical thinking and analytical skills through the practice of writing | 1.to indicate the structure of narrative essay<br>2.to give examples for the use of language of narrative essay | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Steps of writing, topic choosing, five-sentence<br><br>Individual writing<br>2 X 50 | | **Materi:** Steps of writing, topic choosing, five-sentence<br>**Pustaka:** *Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.*<br><br>**Materi:** Feedback and Revision<br>**Pustaka:** *Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.* | 5% |
| **15** | 1.2 Being able to develop the ability to write effective paragraphs and essays<br>2.Being able to use appropiate language and style in writing<br>3.Being able to understand the fundamental s of good writing, including grammar, syntax and organization<br>4.Being able to develop critical thinking and analytical skills through the practice of writing | 1.to indicate the structure of narrative essay<br>2.to give examples for the use of language of narrative essay | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Final revision<br>2 X 50 | | **Materi:** Steps of writing, topic choosing, five-sentence<br>**Pustaka:** *Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.*<br><br>**Materi:** Feedback and Revision<br>**Pustaka:** *Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.* | 5% |
| **16** | 1.2 Being able to develop the ability to write effective paragraphs and essays<br>2.Being able to use appropiate language and style in writing<br>3.Being able to understand the fundamental s of good writing, including grammar, syntax and organization<br>4.Being able to develop critical thinking and analytical skills through the practice of writing | 1.to indicate the structure of narrative essay<br>2.to give examples for the use of language of narrative essay | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Make a short story from selected types of stories (fable, folklore, etc)<br>2 X 50 | | **Materi:** Steps of writing, topic choosing, five-sentence<br>**Pustaka:** *Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.*<br><br>**Materi:** Writing a short story<br>**Pustaka:** *Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed.). Oxon: Routledge.* | 25% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 52.5% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 47.5% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.

8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Indonesian Society and Culture | 7920202080 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 1 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Drs. Much. Khoiri, M.Si | Drs. Much. Khoiri, M.Si | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| Model Pembelajaran | Case Study | |
| Capaian Pembelajaran (CP) | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to examine concepts and theories of society and culture to analyze sociocultural phenomena. | |
| | CPMK 1.A | Being able to identify the relationship between individual, family, community, and society |
| | CPMK 1.B | Being able to define the construction process of Indonesian cultural identity. |
| | CPMK 1.C | Being able to compare rural and urban societies in terms of social-cultural aspects |
| | 2. Being able to compose a reflective essay and an analytical essay of max 800 words on Indonesian cultural daily phenomena. | |
| | CPMK 2.A | Being able to create reflective notes on students' understanding of the materials |
| | CPMK 2.B | Being able to produce a concise academic work on a certain issue concerning the materials. |
| | 3. Being able to respond to texts on Indonesian cultural issues orally. | |
| | CPMK 3.A | Being able to identify the relationship between individual, family, community, and society |
| | CPMK 3.B | Being able to define the construction process of Indonesian cultural identity. |
| | CPMK 3.C | Being able to compare rural and urban societies in terms of social-cultural aspects |
| | CPMK 3.D | Being able to create reflective notes on students' understanding of the materials |
| | CPMK 3.E | Being able to produce a concise academic work on a certain issue concerning the materials. |
| | CPMK 3.F | Being able to deliver an oral presentation on the given task using appropriate English. |
| | CPMK 3.G | Being able to respond to others' presentation in English using an appropriate manner. |
| | 4. Being able to respect in cooperation in thought, expression, and intellectual engagement when writing compose a reflective essay and an analytical essay of max 800 words on Indonesian cultural daily phenomena. | |
| | CPMK 4.A | Being able to deliver an oral presentation on the given task using appropriate English. |
| | CPMK 4.B | Being able to show acceptance to teachers' and peer feedbacks. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to define the concepts of society and culture. |
| | Sub-CPMK2 | Being able to identify the relationship between individual, family, community, and society |
| | Sub-CPMK3 | Being able to define the construction process of Indonesian cultural identity. |
| | Sub-CPMK4 | Being able to compare rural and urban societies in terms of social-cultural aspects |
| | Sub-CPMK5 | Being able to produce a concise academic work on a certain issue concerning the materials. |
| | Sub-CPMK6 | Being able to deliver an oral presentation on the given task using appropriate English. |
| | Sub-CPMK7 | Being able to respond to others' presentation in English using an appropriate manner. |
| | Sub-CPMK8 | Being able to produce a concise academic work on a certain issue concerning the materials. |
| | Sub-CPMK9 | Being able to deliver an oral presentation on the given task using appropriate English. |
| | Sub-CPMK10 | Being able to respond to others' presentation in English using an appropriate manner. |
| | Sub-CPMK11 | Being able to create reflective notes on students' understanding of the materials |
| | Sub-CPMK12 | Being able to produce a concise academic work on a certain issue concerning the materials. |
| | Sub-CPMK13 | Being able to produce a concise academic work on a certain issue concerning the materials. |
| | Sub-CPMK14 | Being able to produce a concise academic work on a certain issue concerning the materials. |
| | Sub-CPMK15 | Being able to produce a concise academic work on a certain issue concerning the materials. |
| | Sub-CPMK16 | Being able to produce a concise academic work on a certain issue concerning the materials. |
| | Sub-CPMK17 | Being able to produce a concise academic work on a certain issue concerning the materials. |
| | Sub-CPMK18 | Being able to deliver an oral presentation on the given task using appropriate English. |
| | Sub-CPMK19 | Being able to respond to others' presentation in English using an appropriate manner. |
| | Sub-CPMK20 | Being able to create reflective notes on students' understanding of the materials |
| Deskripsi Singkat MK | This course is designed to make students have competence and performance in Indonesian society and culture in general. It covers discussion on the concepts of individuals, family, community, society, Indonesian cultural identity, rural-urban society, youth culture, virtual society and its culture. This course also gives opportunities for the students to apply concepts/theories to analyse phenomena dan make an ethnographic report. This course uses problem-based and project-based methods of learning. | |
| Pustaka | **Utama :** | |
| | 1. Kuntjara, Esther. 2006. Penelitian Kebudayaan: Sebuah Panduan Praktis . Yogyakarta:Graha Ilmu Refika Aditama.<br>2. Soelaiman, M. Munandar. 2001. Ilmu Sosial Dasar: T eori dan Konsep Ilmu Sosial ed. 4 . Bandung:<br>3. Sudikan S. Y & Indarti T.2021. Etnografi (Studi Budaya – Penelitian Interdisipliner) Jilid 1. Sidoarjo: Tankali<br>4. Sudikan S. Y, Indarti T, Saputra A.W. (2021). Etnografi (Studi Budaya – Penelitian Interdisipliner) Jilid 2. Sidoarjo: Tankali | |
| | **Pendukung :** | |
| | 1. 1. Journals 2. Handouts | |
| Dosen Pengampu | Dr. Much. Koiri, M.Si.<br>Diana Budi Darma, S.S., M.Pd. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | Being able to define the concepts of society and culture. | Explain 2 concepts in Indonesian Society and Culture | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline: The strategies used in the session are: lecturing, sharing discussion<br>2 X 50 | | **Materi:** Concepts of Society and Culture and related concepts<br>**Pustaka:**<br>*Soelaiman, M. Munandar. 2001. Ilmu Sosial Dasar: Teori dan Konsep Ilmu Sosial ed. 4 . Bandung:*<br><br>**Materi:** Concepts of Society and Culture and related concepts<br>**Pustaka:** *Kuntjara, Esther. 2006. Penelitian Kebudayaan: Sebuah Panduan Praktis . Yogyakarta:Graha Ilmu Refika Aditama.* | 4% |
| **2** | Being able to identify the relationship between individual, family, community, and society | Logical explanation of the relationship between invdividual, family, community/society | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: lecturing, sharing discussion<br>2 X 50 | | **Materi:** Relating Individual, Family, community, and society<br>**Pustaka:**<br>*Soelaiman, M. Munandar. 2001. Ilmu Sosial Dasar: Teori dan Konsep Ilmu Sosial ed. 4 . Bandung:* | 4% |
| **3** | Being able to define the construction process of Indonesian cultural identity. | Elaborate the construction process | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | ·Offline: The strategies used in the session are: lecturing, sharing discussion<br>2 X 50 | | **Materi:** Constructing Indonesian Cultural Identity<br>**Pustaka:**<br>*Soelaiman, M. Munandar. 2001. Ilmu Sosial Dasar: Teori dan Konsep Ilmu Sosial ed. 4 . Bandung:*<br><br>**Materi:** Constructing Indonesian Cultural Identity<br>**Pustaka:** *Sudikan S. Y & Indarti T.2021. Etnografi (Studi Budaya – Penelitian Interdisipliner) Jilid 1. Sidoarjo: Tankali* | 4% |
| **4** | Being able to compare rural and urban societies in terms of social-cultural aspects | Compare 5 aspects of urban dan rural societies | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | ·Offline: The strategies used in the session are: lecturing, sharing discussion<br>2 X 50 | | **Materi:** Comparing Rural and urban societies<br>**Pustaka:**<br>*Soelaiman, M. Munandar. 2001. Ilmu Sosial Dasar: Teori dan Konsep Ilmu Sosial ed. 4 . Bandung:* | 4% |
| **5** | Being able to produce a concise academic work on a certain issue concerning the materials. | Find and solve problems of youth culture. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | ·Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Solving and presenting problems of youth culture (1)<br>**Pustaka:** *Kuntjara, Esther. 2006. Penelitian Kebudayaan: Sebuah Panduan Praktis . Yogyakarta:Graha Ilmu Refika Aditama.*<br><br>**Materi:** Solving and presenting problems of youth culture (1)<br>**Pustaka:**<br>*Soelaiman, M. Munandar. 2001. Ilmu Sosial Dasar: Teori dan Konsep Ilmu Sosial ed. 4 . Bandung:* | 4% |
| **6** | 1.Being able to deliver an oral presentation on the given task using appropriate English.<br>2.Being able to respond to others' presentation in English using an appropriate manner. | Problems and solution of youth culture. Group Presentation. Accurate grammar and oral fluency | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | ·Offline: The strategies used in the session are: problem-based: Presentation, sharing discussion<br>2 X 50 | | **Materi:** Solving and presenting problems of youth culture (2)<br>**Pustaka:**<br>*Soelaiman, M. Munandar. 2001. Ilmu Sosial Dasar: Teori dan Konsep Ilmu Sosial ed. 4 . Bandung:* | 6% |

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|---|---|---|---|---|---|---|---|
| **7** | Being able to produce a concise academic work on a certain issue concerning the materials. | Find and solve problems of Virtual society and culture. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | ·Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Solving and presenting problems of virtual society and culture (1)<br>**Pustaka:**<br>*Soelaiman, M. Munandar. 2001. Ilmu Sosial Dasar: T eori dan Konsep Ilmu Sosial ed. 4 . Bandung:*<br><br>**Materi:** Solving and presenting problems of virtual society and culture (1)<br>**Pustaka:** *Sudikan S. Y, Indarti T, Saputra A.W. (2021). Etnografi (Studi Budaya – Penelitian Interdisipliner) Jilid 2. Sidoarjo: Tankali* | 4% |
| **8** | 1.Being able to deliver an oral presentation on the given task using appropriate English.<br>2.Being able to respond to others' presentation in English using an appropriate manner. | Problems and solution of Virtual society and culture. Group Presentation. Accurate grammar and oral fluency | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: problem-based: Presentation, sharing discussion<br>2 X 50 | | **Materi:** Solving and presenting problems of virtual society and culture (2)<br>**Pustaka:**<br>*Soelaiman, M. Munandar. 2001. Ilmu Sosial Dasar: T eori dan Konsep Ilmu Sosial ed. 4 . Bandung:*<br><br>**Materi:** Solving and presenting problems of virtual society and culture (2)<br>**Pustaka:** *Sudikan S. Y, Indarti T, Saputra A.W. (2021). Etnografi (Studi Budaya – Penelitian Interdisipliner) Jilid 2. Sidoarjo: Tankali* | 6% |
| **9** | Being able to create reflective notes on students' understanding of the materials | Answer questions on reflection. Accurate grammar and oral fluency | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline: The strategy used in the session is: reflective practice<br>2 X 50 | | **Materi:** Mid-term: Refleksi<br>**Pustaka:** *1. Journals 2. Handouts*<br><br>**Materi:** Mid-term: Refleksi<br>**Pustaka:**<br>*Soelaiman, M. Munandar. 2001. Ilmu Sosial Dasar: T eori dan Konsep Ilmu Sosial ed. 4 . Bandung:* | 10% |
| **10** | Being able to produce a concise academic work on a certain issue concerning the materials. | Demonstrate a problem orientation & grouping | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | ·Offline: The strategies used in the session are: lecturing, sharing<br>2 X 50 | | **Materi:** Producing an ethnographic report (1): Problem-orientation & grouping<br>**Pustaka:** *Kuntjara, Esther. 2006. Penelitian Kebudayaan: Sebuah Panduan Praktis . Yogyakarta:Graha Ilmu Refika Aditama.* | 5% |
| **11** | Being able to produce a concise academic work on a certain issue concerning the materials. | Draft of Plan an ethnographic study | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | · Offline: Group project to plan ethnographic study<br>2 X 50 | | **Materi:** Producing an ethnographic report (2): Planning an ethnographic study<br>**Pustaka:** *Kuntjara, Esther. 2006. Penelitian Kebudayaan: Sebuah Panduan Praktis . Yogyakarta:Graha Ilmu Refika Aditama.*<br><br>**Materi:** Producing an ethnographic report (2): Planning an ethnographic study<br>**Pustaka:** *Sudikan S. Y & Indarti T.2021. Etnografi (Studi Budaya – Penelitian Interdisipliner) Jilid 1. Sidoarjo: Tankali* | 5% |

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| **12** | Being able to produce a concise academic work on a certain issue concerning the materials. | Draft of research instrument | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: Group project to make instruments<br>2 X 50 | | **Materi:** Producing an ethnographic report (3): Designing research instrument<br>**Pustaka:** *Kuntjara, Esther. 2006. Penelitian Kebudayaan: Sebuah Panduan Praktis . Yogyakarta:Graha Ilmu Refika Aditama.*<br><br>**Materi:** Producing an ethnographic report (3): Designing research instrument<br>**Pustaka:** *Sudikan S. Y & Indarti T.2021. Etnografi (Studi Budaya – Penelitian Interdisipliner) Jilid 1. Sidoarjo: Tankali* | 5% |
| **13** | Being able to produce a concise academic work on a certain issue concerning the materials. | Show log book of field study (1) | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | · Offline: Group project to conduct a field study<br>2 X 50 | | **Materi:** Producing an ethnographic report (4): Conducting a field study and monitoring<br>**Pustaka:** *Kuntjara, Esther. 2006. Penelitian Kebudayaan: Sebuah Panduan Praktis . Yogyakarta:Graha Ilmu Refika Aditama.*<br><br>**Materi:** Producing an ethnographic report (4): Conducting a field study and monitoring<br>**Pustaka:** *Sudikan S. Y & Indarti T.2021. Etnografi (Studi Budaya – Penelitian Interdisipliner) Jilid 1. Sidoarjo: Tankali* | 6% |
| **14** | Being able to produce a concise academic work on a certain issue concerning the materials. | Show log book of field study (2) | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: Group project to conduct a field study<br>2 X 50 | | **Materi:** Producing an ethnographic report (5): Conducting a field study and monitoring<br>**Pustaka:** *Kuntjara, Esther. 2006. Penelitian Kebudayaan: Sebuah Panduan Praktis . Yogyakarta:Graha Ilmu Refika Aditama.*<br><br>**Materi:** Producing an ethnographic report (5): Conducting a field study and monitoring<br>**Pustaka:** *Sudikan S. Y & Indarti T.2021. Etnografi (Studi Budaya – Penelitian Interdisipliner) Jilid 1. Sidoarjo: Tankali* | 6% |
| **15** | Being able to produce a concise academic work on a certain issue concerning the materials. | Draft of ethnographic report | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | · Offline: Group project to make an ethographic report<br>2 X 50 | | **Materi:** Producing an ethnographic report (6): Writing an ethnographic report<br>**Pustaka:** *Kuntjara, Esther. 2006. Penelitian Kebudayaan: Sebuah Panduan Praktis . Yogyakarta:Graha Ilmu Refika Aditama.* | 7% |

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| **16** | 1.Being able to deliver an oral presentation on the given task using appropriate English.<br>2.Being able to respond to others' presentation in English using an appropriate manner.<br>3.Being able to create reflective notes on students' understanding of the materials | Presentation and reflection | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: Group project to present and reflect the ethnographic report | | **Materi:** Producing an ethnographic report (7): Presentation & reflection<br>**Pustaka:** *Kuntjara, Esther. 2006. Penelitian Kebudayaan: Sebuah Panduan Praktis . Yogyakarta:Graha Ilmu Refika Aditama.*<br><br>**Materi:** Producing an ethnographic report (7): Presentation & reflection<br>**Pustaka:** *Soelaiman, M. Munandar. 2001. Ilmu Sosial Dasar: T eori dan Konsep Ilmu Sosial ed. 4 . Bandung:* | 20% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 43.5% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 56.5% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Intensive Reading Skills | 7920202246 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 1 | 14 Mei 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum | Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum | Dr. Ali Mustofa, S.S., M.Pd. |

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|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to estimate the title dan messages from complete text. | |
| | CPMK 1.A | Being able to predict, review and presentation into the ideas that are exist on the texts |
| | 2. Being able to demonstrate the english language proficiency through reading text with several forms of activities in intermediate level | |
| | CPMK 2.A | Being able to predict, review and presentation into the ideas that are exist on the texts |
| | CPMK 2.B | Being able to identify and analyze the main ideas and supporting details in a text |
| | CPMK 2.C | Being able to understand the purpose and tone of a text |
| | CPMK 2.D | Beinag able to develop critical reading skills |
| | CPMK 2.E | Being able to improve reading comprehension |
| | 3. Being able to demonstrate students critical thinking and problem solving in thematic discussion | |
| | CPMK 3.A | Being able to create reflective notes on student' work |
| | CPMK 3.B | Being able to deliver an oral presentation of selected teks (fiction and non-fiction) using appropriate English |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to know what is Intensive Reading Skills. |
| | Sub-CPMK2 | Being able to predict preview and presentation into the ideas that are exist on the texts. |
| | Sub-CPMK3 | Being able to identify and analyze the main ideas and supporting details in a text |
| | Sub-CPMK4 | Being able to apply scanning in some texts |
| | Sub-CPMK5 | Being able to identify examples on the texts. |
| | Sub-CPMK6 | Being able to identify definition on the texts. |
| | Sub-CPMK7 | Being able to understand the order of events |
| | Sub-CPMK8 | Being able to improve reading comprehension |
| | Sub-CPMK9 | Being able to read numerical tables |
| | Sub-CPMK10 | Being able to read numerical tables |
| | Sub-CPMK11 | Being able to learn how to make inferences in students reading |
| | Sub-CPMK12 | Being able to interpret statistical tables in students reading |
| | Sub-CPMK13 | Being able to analyse the influence of culture on communication based on verbal and nonverbal messages |
| | Sub-CPMK14 | Being able to analyse the influence of culture on communication based on verbal and nonverbal messages |
| | Sub-CPMK15 | Being able to analyse the influence of culture on communication based on verbal and nonverbal messages |
| | Sub-CPMK16 | Being able to produce a short story with a specific themes. |
| **Deskripsi Singkat MK** | This course is designed to prepare students for non-fictional texts at the pre-intermediate level by exploring a wide variety of strategies, including reading strategies for before, during and after reading (i.e. previewing, scanning, using context clues to clarify meaning, finding the main idea, summarizing, making inferences). Rich vocabulary instruction and practice that targets vocabulary from the Academic Word List (AWL) level 1-3, technical and cultural terms related to the topic discussed provide opportunities for students to improve their language proficiency and their ability to decode and process vocabulary. The topics in this course include history, technology, literature, nutrition, geology, sociology, journalism, and medicine. All teaching-learning activities are conducted through lecturing, discussion, writing and question-answer. This course uses Case-based and Project-Based methods of learning. . | |
| **Pustaka** | **Utama :** | |
| | 1. Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press | |
| | **Pendukung :** | |
| | | |
| **Dosen Pengampu** | Dr. Dian Rivia Himmawati, S.S., M.Hum.<br>Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Being able to know what is Intensive Reading Skills. | -To explain what reading is. -To explain what extensive reading is. | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | The lecturer explains some reading<br>skills target in this semester<br>2 X 50 | | **Materi:** unit 1<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 2% |
| 2 | Being able to predict preview and presentation into the ideas that are exist on the texts. | Students are able to preview | **Kriteria:**<br>written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Before the students read the text from Inside Reading 1 unit 1, The students answering some questions related previewing reading skills. After that they read the text and discuss about predicting and previewing before.<br>2 X 50 | | **Materi:** UNIT 1 : Previewing<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 5% |

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| **3** | Being able to identify and analyze the main ideas and supporting details in a text | Find the main idea of reading and identify specific information in reading passage | **Kriteria:**<br>written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students read short text from Inside<br>Reading 1 unit 2, and try to find the<br>sentence that states the main idea.<br>2 X 50 | | **Materi:** UNIT 2 : Finding Main Idea<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 5% |
| **4** | Being able to apply scanning in some texts | -To identify the main idea and supporting details of some short text. | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students work in pair and discuss the specific article from newspaper<br>Students apply scanning to find specific information from text they've read.<br>Students share with other group and presented the result.<br>2 X 50 | | **Materi:** UNIT 3 : Scanning<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 1% |
| **5** | Being able to identify examples on the texts. | Students learn how to identify examples in a text. | **Kriteria:**<br>written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students work in pair and discuss about short text provided. Students try to identify the example or the signals that introduce the examples.<br>2 X 50 | | **Materi:** UNIT 4 : Identifying Example<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 2% |
| **6** | Being able to identify definition on the texts. | Students learn how to identify definition in a text. | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students work in pair and discuss about short text provided. Students try to identify the<br>example or the signals that introduce the definition<br>2 X 50 | | **Materi:** UNIT 5 : Identifying Definition<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 5% |
| **7** | Being able to understand the order of events | -To explain the figurative language of the some short and longer text | **Kriteria:**<br>written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students read short story form lit2go Students apply scanning to find sequence words and use time clues in the reading to determine the date of each of the even<br>2 X 50 | | **Materi:** UNIT 6 : TIme and Sequencing<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 2% |
| **8** | Being able to improve reading comprehension | -To identify & analyze figurative language, writer's point of view, messages -To identify its meaning contextually. | **Kriteria:**<br>written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Students do close reading to apply<br>some reading skills<br>2 X 50 | | **Materi:** scanning<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 20% |
| **9** | Being able to read numerical tables | Can read and use appropiately graphic, and tables | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students can provide a lot of information in a small space and preview a table or chart. | | **Materi:** UNIT 7 : Reading Graphs<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 5% |
| **10** | Being able to read numerical tables | Can read and use appropiately graphic, and tables | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students can provide a lot of information in a small space and preview a table or chart. | | **Materi:** UNIT 7 : Reading Graphs<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 5% |
| **11** | Being able to learn how to make inferences in students reading | Can make inferences and summarize in their reading | **Kriteria:**<br>written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students will read a book of their<br>choice and write a review that summarizes the main points | | **Materi:** UNIT 8 : Making Inference<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 10% |
| **12** | Being able to interpret statistical tables in students reading | written and oral | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | The students discussed with their<br>group and interpreted numerical information in tables | | **Materi:** UNIT 8 : Making Inference Tabel<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 2% |
| **13** | Being able to analyse the influence of culture on communication based on verbal and nonverbal messages | written and oral | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students are able to analyse the influence of culture on communication based | | **Materi:** culture]<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 2% |
| **14** | Being able to analyse the influence of culture on communication based on verbal and nonverbal messages | written and oral | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Students are able to analyse the influence of culture on communication based | | **Materi:** culture]<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 2% |

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|---|---|---|---|---|---|---|---|
| **15** | Being able to analyse the influence of culture on communication based on verbal and nonverbal messages | written and oral | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Students are able to analyse the influence of culture on communication based | | **Materi:** culture]<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 2% |
| **16** | Being able to produce a short story with a specific themes. | written and oral | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Submit creative writing project | | **Materi:** submited<br>**Pustaka:**<br>*Burgmeier, Arline (2009). Inside Reading 1 : The Academic Word List in Context. Oxford : University Press* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 72% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 27% |
| 3. | Praktik / Unjuk Kerja | 1% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Listening for General Communication | 7920202280 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 1 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Cicilia Deandra Maya Putri, S.Hum., M.A. | Ivy Silvy Cinthia Adelia, S.S., M.A. | Dr. Ali Mustofa, S.S., M.Pd. |

**Model Pembelajaran:** Project Based Learning

**Capaian Pembelajaran (CP)**

| CPL-PRODI yang dibebankan pada MK | |
|---|---|
| **1. Sikap** | |
| CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| **2. Keterampilan Umum** | |
| CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| **3. Keterampilan Khusus** | |
| CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| **4. Pengetahuan** | |
| **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| 1. Being able to identify general and specific information of various monologue and dialogue, and identifying general and specific information of longer dialogue and monologue of non-authentic and authentic materials with various genres. | |
| CPMK 1.A | Being able to identify listening styles and strategies |
| CPMK 1.B | Being able to distinguish general and specific information in monologues about daily contexts |
| CPMK 1.C | Being able to distinguish general and specific information in dialogues about daily contexts |
| CPMK 1.D | Being able to summarize the main ideas and supporting details in non-authentic materials related to daily contexts |
| CPMK 1.E | Being able to summarize the main ideas and supporting details in authentic materials related to daily contexts |
| CPMK 1.F | Being able to solve listening comprehension section in English proficiency test related to daily contexts |
| 2. Being able to discuss and summarize various kinds of daily communication | |
| CPMK 2.A | Being able to solve challenges in listening comprehension skills |
| 3. Being able to understand and respond to speech based on certain topics related to daily context | |
| CPMK 3.A | Being able to identify listening styles and strategies |
| CPMK 3.B | Being able to distinguish general and specific information in monologues about daily contexts |
| CPMK 3.C | Being able to distinguish general and specific information in dialogues about daily contexts |
| CPMK 3.D | Being able to summarize the main ideas and supporting details in non-authentic materials related to daily contexts |
| CPMK 3.E | Being able to summarize the main ideas and supporting details in authentic materials related to daily contexts |
| CPMK 3.F | Being able to solve listening comprehension section in English proficiency test related to daily contexts |
| CPMK 3.G | Being able to solve challenges in listening comprehension skills |
| CPMK 3.H | Being able to create reflective notes on listening comprehension skills |
| CPMK 3.I | Being able to respond to others' opinion in English using an appropriate manner |
| 4. Being able to respect in thought, expression, and intellectual engagement to differences of opinions and personal response | |
| CPMK 4.A | Being able to solve challenges in listening comprehension skills |
| CPMK 4.B | Being able to create reflective notes on listening comprehension skills |
| CPMK 4.C | Being able to respond to others' opinion in English using an appropriate manner |
| **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| Sub-CPMK1 | Being able to understand listening styles and strategies |
| Sub-CPMK2 | Being able to respond to others' opinion in English using an appropriate manner |
| Sub-CPMK3 | Being able to understand listening styles and strategies |
| Sub-CPMK4 | Being able to respond to others' opinion in English using an appropriate manner |
| Sub-CPMK5 | Being able to create reflective notes on student's own listening skill |
| Sub-CPMK6 | Being able to distinguish general and specific information in monologues about daily contexts |
| Sub-CPMK7 | Being able to distinguish general and specific information in dialogues about daily contexts |
| Sub-CPMK8 | Being able to solve listening comprehension section in English proficiency test related to daily contexts |
| Sub-CPMK9 | Being able to create reflective notes on student's own listening skill |
| Sub-CPMK10 | Being able to solve listening comprehension section in English proficiency test related to daily contexts |
| Sub-CPMK11 | Being able to summarize the main ideas and supporting details in non-authentic materials related to daily contexts |
| Sub-CPMK12 | Being able to summarize the main ideas and supporting details in authentic materials related to daily contexts |
| Sub-CPMK13 | Being able to create reflective notes on student's own listening skill |
| Sub-CPMK14 | Being able to solve challenges in listening comprehension skills |
| Sub-CPMK15 | Being able to create reflective notes on student's own listening skill |
| Sub-CPMK16 | Being able to solve challenges in listening comprehension skills |
| Sub-CPMK17 | Being able to solve listening comprehension section in English proficiency test related to daily contexts |
| Sub-CPMK18 | Being able to solve listening comprehension section in English proficiency test related to daily contexts |
| Sub-CPMK19 | Being able to solve listening comprehension section in English proficiency test related to daily contexts |
| Sub-CPMK20 | Being able to create reflective notes on student's own listening skill |

**Deskripsi Singkat MK:** This course focuses on developing practical listening skills for general communication. Through lectures, discussions, and case-based exercises, students will learn how to identify specific and general information of various dialogues in authentic and non-authentic materials, improve their comprehension and retention of information, and develop active listening and responding techniques. Additionally, the course aims to enhance students' listening skills in English proficiency tests.

**Pustaka**

**Utama :**


1. Miles Craven. 2008. Real Listening and Speaking 3 . Cambridge: Cambridge University Press
2. Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate . London: Marshall Cavendish Ltd
3. Soars, John and Liz. 2004. New Headway Student Book . Oxford: Oxford University Press
4. Harmer, Jeremy. 2004. Just Listening and Speaking Upper Intermediate . London: Marshall Cavendish Ltd
5. Rogers, Bruce. 2011. The Complete Guide to the TOEFL Test. Boston: Heinle Cengage Learning


**Pendukung :**

1. YouTube videos
2. TedTalk videos

**Dosen Pengampu:** Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1.Being able to understand listening styles and strategies<br>2.Being able to respond to others' opinion in English using an appropriate manner | Mention and explain 3 out of 4 listening styles | **Kriteria:**<br>Identify and explain the differences listening styles<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | Discussion LLecture<br>Discussion<br>Mini-quiz<br>ecturing, Question-Answer<br>2 X 50 | Lecture<br>Discussion<br>Mini-quiz<br>2 X 50 | **Materi:** Listening Styles and Strategies<br>**Pustaka:** *Miles Craven. 2008. Real Listening and Speaking 3 . Cambridge: Cambridge University Press* | 2% |
| 2 | 1.Being able to understand listening styles and strategies<br>2.Being able to respond to others' opinion in English using an appropriate manner | Mention and explain 3 out of 4 listening styles | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | Discussion LLecture<br>Discussion<br>Mini-quiz<br>ecturing, Question-Answer<br>2 X 50 | Lecture<br>Discussion<br>Mini-quiz<br>2 X 50 | **Materi:** Listening Styles and Strategies<br>**Pustaka:** *Miles Craven. 2008. Real Listening and Speaking 3 . Cambridge: Cambridge University Press* | 5% |
| 3 | Being able to create reflective notes on student's own listening skill | Compose grammatically correct reflective notes on listening comprehension skills | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Individual reading assignment<br>Discussion<br>2 X 50 | Individual reading assignment<br>Discussion<br>2 X 50 | **Materi:** Adler, R. B., & Rodman, G. (2020). Understanding human communication. Oxford University Press.<br>**Pustaka:** | 2% |
| 4 | Being able to distinguish general and specific information in monologues about daily contexts | Answer comprehension questions on general and specific information in monologues about Family using correct grammar | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | Individual assignment<br>Discussion<br>2 X 50 | Individual assignment<br>Discussion<br>2 X 50 | **Materi:** About Family<br>**Pustaka:** *Harmer, Jeremy. 2004. Just Listening and Speaking Intermediate . London: Marshall Cavendish Ltd* | 5% |
| 5 | Being able to distinguish general and specific information in dialogues about daily contexts | Answer comprehension questions on general and specific information in dialogues about Family found on YouTube videos using correct grammar | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Case-based learning<br>Individual assignment<br>2 X 50 | Case-based learning<br>Individual assignment<br>2 X 50 | **Materi:** Selected materials<br>**Pustaka:** *YouTube videos* | 3% |
| 6 | Being able to solve listening comprehension section in English proficiency test related to daily contexts | Answer listening comprehension section on English proficiency tests | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Tes | TOEFL Practice<br>Individual assignment<br>Discussion<br>2 X 50 | TOEFL Practice<br>Individual assignment<br>Discussion<br>2 X 50 | **Materi:** Listening sections<br>**Pustaka:** *Rogers, Bruce. 2011. The Complete Guide to the TOEFL Test. Boston: Heinle Cengage Learning* | 5% |
| 7 | Being able to create reflective notes on student's own listening skill | Compose grammatically correct reflective notes on listening comprehension skills | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Individual assignment<br>Discussion<br>2 X 50 | Individual assignment<br>Discussion<br>2 X 50 | **Materi:** Adler, R. B., & Rodman, G. (2020). Understanding human communication. Oxford University Press.<br>**Pustaka:** | 3% |
| 8 | Being able to solve listening comprehension section in English proficiency test related to daily contexts | Answer listening comprehension section on English proficiency tests | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Tes | TOEFL Practice<br>Individual assignment<br>2 X 50 | TOEFL Practice<br>Individual assignment<br>2 X 50 | **Materi:** Listening sections<br>**Pustaka:** *Rogers, Bruce. 2011. The Complete Guide to the TOEFL Test. Boston: Heinle Cengage Learning* | 15% |
| 9 | Being able to summarize the main ideas and supporting details in non-authentic materials related to daily contexts | being able to identify the main ideas and supporting details | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>Group discussion<br>2 X 50 | Project-based learning<br>Group discussion<br>2 X 50 | **Materi:** Selected videos<br>**Pustaka:** *YouTube videos* | 5% |
| 10 | Being able to summarize the main ideas and supporting details in authentic materials related to daily contexts | 1.Create a grammatically correct summary on the main ideas and supporting details in selected YouTube videos<br>2.Choose a specific context for their project, such as business communication, interpersonal relationships, public speaking, or cross-cultural communication. | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>Group discussion<br>2 X 50 | Project-based learning<br>Group discussion<br>2 X 50 | **Materi:** Selected materials<br>**Pustaka:** *YouTube videos*<br><br>**Materi:** Selected materials<br>**Pustaka:** *TedTalk vidoes* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **11** | 1.Being able to create reflective notes on student's own listening skill<br>2.Being able to solve challenges in listening comprehension skills | 1.Analyze the recordings and identify specific listening skills required to comprehend the information effectively.<br>2.Create a summary of the main points, key ideas, and supporting details from the audio recordings | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>Discussion<br>2 X 50 | Project-based learning<br>Discussion<br>2 X 50 | **Materi:** Selected materials<br>**Pustaka:** *YouTube videos*<br><br>**Materi:** Selected materials<br>**Pustaka:** *TedTalk videos* | 5% |
| **12** | 1.Being able to create reflective notes on student's own listening skill<br>2.Being able to solve challenges in listening comprehension skills | 1.Analyze the recordings and identify specific listening skills required to comprehend the information effectively.<br>2.Create a summary of the main points, key ideas, and supporting details from the audio recordings | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>Discussion<br>2 X 50 | Project-based learning<br>Discussion<br>2 X 50 | **Materi:** Selected materials<br>**Pustaka:** *YouTube videos*<br><br>**Materi:** Selected materials<br>**Pustaka:** *TedTalk videos* | 5% |
| **13** | Being able to solve listening comprehension section in English proficiency test related to daily contexts | 1.Answer listening comprehension section on English proficiency tests<br>2.Participate in a workshop that focuses on various listening strategies, such as active listening, note-taking, questioning techniques, and overcoming distractions.<br>3.Practice these strategies through listening exercises and role-playing scenarios | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>Discussion<br>2 X 50 | Project-based learning<br>Discussion<br>2 X 50 | **Materi:** Adler, R. B., & Rodman, G. (2020). Understanding human communication. Oxford University Press.<br>**Pustaka:** | 25% |
| **14** | Being able to solve listening comprehension section in English proficiency test related to daily contexts | 1.Apply their listening skills and strategies in real-life settings related to their chosen context<br>2.Conduct interviews, attend meetings or presentations, or listen to authentic audio/video materials | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>Discussion<br>2 X 50 | Project-based learning<br>Discussion<br>2 X 50 | **Materi:** Adler, R. B., & Rodman, G. (2020). Understanding human communication. Oxford University Press.<br>**Pustaka:** | 5% |
| **15** | Being able to solve listening comprehension section in English proficiency test related to daily contexts | 1.Apply their listening skills and strategies in real-life settings related to their chosen context<br>2.Conduct interviews, attend meetings or presentations, or listen to authentic audio/video materials | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>Discussion<br>2 X 50 | Project-based learning<br>Discussion<br>2 X 50 | **Materi:** Adler, R. B., & Rodman, G. (2020). Understanding human communication. Oxford University Press.<br>**Pustaka:** | 5% |
| **16** | Being able to create reflective notes on student's own listening skill | Compose grammatically correct reflective notes on listening comprehension skills | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Individual assignment<br>2 X 50 | Individual assignment<br>2 X 50 | **Materi:** Adler, R. B., & Rodman, G. (2020). Understanding human communication. Oxford University Press.<br>**Pustaka:** | 5% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 9% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 55% |
| 3. | Penilaian Portofolio | 10% |
| 4. | Tes | 26% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Pronunciation Practice | 7920202271 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 1 | 1 September 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Lina Purwaning Hartanti, S,Pd, M.EIL | Cicilia Deandra Putri, S.S, M.A | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Students will be able to demonstrate improved pronunciation of English sounds, including vowels, consonants, and diphthongs | |
| | 2. Students will be able to speak English with increased intelligibility, allowing them to communicate effectively in various real-life situations. | |
| | 3. Students will understand and apply correct word stress patterns and rhythm in spoken English, enhancing their natural and fluent speech | |
| | 4. Students will be able to develop phonemic awareness, enabling them to distinguish and produce the individual sounds of English accurately | |
| | 5. Students will be able to expand their vocabulary and understand how pronunciation relates to word meaning and context | |
| | 6. Students will be able to speak English with improved fluency and a natural flow, avoiding hesitations and pauses | |
| | 7. Students will develop an awareness of how pronunciation can vary across different English-speaking regions and cultures | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | To review pronunciation problems related to sounds that do not exist in Bahasa (CLO 1; CLO 2) |
| | Sub-CPMK2 | To examine how speech organs work in English (CLO 1; CLO2). |
| | Sub-CPMK3 | To produce correct pronunciation of English vowels (CLO 2; CLO 3). |
| | Sub-CPMK4 | To produce correct pronunciation of diphthongs (CLO 2; CLO 3). |
| | Sub-CPMK5 | To produce correct pronunciation of friction consonants (CLO 2; CLO 3). |
| | Sub-CPMK6 | To produce correct pronunciation of friction consonants (CLO 2; CLO 3). |
| | Sub-CPMK7 | To produce correct pronunciation of stop consonants (CLO 3; CLO 4). |
| | Sub-CPMK8 | To produce correct pronunciation of nasal, lateral, and gliding consonants (CLO 3; CLO 4). |
| | Sub-CPMK9 | To produce correct pronunciation of nasal, lateral, and gliding consonants (CLO 3; CLO 4). |
| | Sub-CPMK10 | To compare stressed and unstressed syllables in pronunciation (CLO 3; CLO 4).To construct spoken sentences with correct pronunciation of stressed and unstressed syllables (CLO 3; CLO 4).To distinguish weak and strong forms of words (CLO 3; CLO 4).To construct spoken sentences with correct pronunciation of weak and strong forms of words (CLO 3; CLO 4). |
| | Sub-CPMK11 | To compare stressed and unstressed syllables in pronunciation (CLO 3; CLO 4).To construct spoken sentences with correct pronunciation of stressed and unstressed syllables (CLO 3; CLO 4).To distinguish weak and strong forms of words (CLO 3; CLO 4).To construct spoken sentences with correct pronunciation of weak and strong forms of words (CLO 3; CLO 4). |
| | Sub-CPMK12 | To show understanding of rhythm units (CLO 3; CLO 4).To use correct pronunciation of rhythm units (CLO 3; CLO 4). |
| | Sub-CPMK13 | To show understanding of rhythm units (CLO 3; CLO 4).To use correct pronunciation of rhythm units (CLO 3; CLO 4). |
| | Sub-CPMK14 | To classify tune shapes (CLO 3; CLO 4; CLO 5).To make use of correct pronunciation of tune shapes (CLO 3; CLO 4; CLO 5). |
| | Sub-CPMK15 | To classify tune shapes (CLO 3; CLO 4; CLO 5).To make use of correct pronunciation of tune shapes (CLO 3; CLO 4; CLO 5). |
| | Sub-CPMK16 | To demonstrate the correct pronunciation and its sounds |
| **Deskripsi Singkat MK** | This subject aims to provide students with knowledge and skills of English Pronunciation. It covers the knowledge and practice of pronouncing the appropriate English sounds, stresses, and intonations used in words, phrases, and sentences in daily conversations. This subject will combine both theoretical and practical classroom activities. All teaching and learning activities are conducted through lecturing, drilling, and practice, and will be compiled into podcast. | |
| **Pustaka** | **Utama :** | |
| | 1. Baker, Ann., and Marshall, Leslie. 2006. Ship or Sheep?: An Intermediate Pronunciation Course: 3rd ed. Cambridge: Cambridge University Press.<br>2. Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation . USA: Prentice Hall Regents.<br>3. Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.<br>4. O'Connor, J.D. 1980. Better English Pronunciation: 2nd ed. Cambridge: Cambridge University Press. | |
| | **Pendukung :** | |
| **Dosen Pengampu** | Cicilia Deandra Maya Putri, S.Hum., M.A. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | To review pronunciation problems related to sounds that do not exist in Bahasa (CLO 1; CLO 2) | 1.To analyse vowels (e.g., /I/)<br>2.To review diphthongs (e.g. /eu/)<br>3.To examine consonants (e.g. / θ /) | **Kriteria:**<br>Scoring 0 - 100<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, Discussion, Role play, Question-Answer<br>2 X 50 | | **Materi:** Pronunciation sounds<br>**Pustaka:** *Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.* | 2% |
| 2 | To examine how speech organs work in English (CLO 1; CLO2). | To identify what types of movements and configurations of the vocal tract used to produce sounds in English. | **Kriteria:**<br>Students understanding on the indicator.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, Phonetic Practice, Question-Answer<br>2 X 50 | | **Materi:** Speech Organ<br>**Pustaka:** *Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.* | 3% |

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|---|---|---|---|---|---|---|---|
| **3** | To produce correct pronunciation of English vowels (CLO 2; CLO 3). | To act out the correct pronunciation of vowels. | **Kriteria:**<br>Students understanding based on the indicator.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Demonstration, Drilling, Discussion, Question-Answer<br>2 X 50 | | **Materi:** Pronounciation practice<br>**Pustaka:** *O'Connor, J.D. 1980. Better English Pronunciation: 2nd ed. Cambridge: Cambridge University Press.* | 2% |
| **4** | To produce correct pronunciation of diphthongs (CLO 2; CLO 3). | To demonstrate the correct pronunciation of diphthongs. | **Kriteria:**<br>Students understanding based on the indicator.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Demonstration, Pair work, Drilling, Discussion, Question-Answer.<br>2 X 50 | | **Materi:** Dipthong<br>**Pustaka:** *Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation . USA: Prentice Hall Regents.* | 3% |
| **5** | To produce correct pronunciation of friction consonants (CLO 2; CLO 3). | To demonstrate the correct pronunciation of friction consonants. | **Kriteria:**<br>Students understanding based on the indicator.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Demonstration, Pair work, Drilling, Discussion, Question-Answer<br>2 X 50 | | **Materi:** Friction consonant<br>**Pustaka:** *Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation . USA: Prentice Hall Regents.* | 3% |
| **6** | To produce correct pronunciation of friction consonants (CLO 2; CLO 3). | To demonstrate the correct pronunciation of friction consonants. | **Kriteria:**<br>Students understanding based on the indicator.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Demonstration, Pair work, Drilling, Discussion, Question-Answer<br>2 X 50 | | **Materi:** Friction consonant<br>**Pustaka:** *Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation . USA: Prentice Hall Regents.* | 2% |
| **7** | To produce correct pronunciation of stop consonants (CLO 3; CLO 4). | To demonstrate the correct pronunciation of stop consonants. | **Kriteria:**<br>1.Pronunciation Rubric<br>2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speaker<br>3.4: Comprehensible, generally correct, Occasional error<br>4.3: Frequent errors that confuse listener and require guessing at meaning<br>5.2: Many errors that interfere with comprehensibility<br>6.1: Most utterances contain errors, Many utterances are incomprehensible, Little communication<br>7.0: No attempt<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Demonstration, Drilling, Discussion, Presentation, Question-Answer.<br>2 X 50 | | **Materi:** Stop consonant<br>**Pustaka:** *Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.* | 5% |
| **8** | To produce correct pronunciation of nasal, lateral, and gliding consonants (CLO 3; CLO 4). | To demonstrate the correct pronunciation of nasal, lateral, and gliding consonants. | **Kriteria:**<br>1.Pronunciation Rubric<br>2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speaker<br>3.4: Comprehensible, generally correct, Occasional error<br>4.3: Frequent errors that confuse listener and require guessing at meaning<br>5.2: Many errors that interfere with comprehensibility<br>6.1: Most utterances contain errors, Many utterances are incomprehensible, Little communication<br>7.0: No attempt<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Demonstration, Drilling, Discussion, Question-Answer<br>2 X 50 | | **Materi:** Nasal, lateral, and gliding consonants<br>**Pustaka:** *Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.* | 10% |
| **9** | To produce correct pronunciation of nasal, lateral, and gliding consonants (CLO 3; CLO 4). | To demonstrate the correct pronunciation of nasal, lateral, and gliding consonants. | **Kriteria:**<br>1.Pronunciation Rubric<br>2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speaker<br>3.4: Comprehensible, generally correct, Occasional error<br>4.3: Frequent errors that confuse listener and require guessing at meaning<br>5.2: Many errors that interfere with comprehensibility<br>6.1: Most utterances contain errors, Many utterances are incomprehensible, Little communication<br>7.0: No attempt<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio, Tes | Demonstration, Drilling, Discussion, Question-Answer<br>2 X 50 | | **Materi:** Nasal, lateral, and gliding consonants<br>**Pustaka:** *Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.* | 10% |
| **10** | To compare stressed and unstressed syllables in pronunciation (CLO 3; CLO 4).To construct spoken sentences with correct pronunciation of stressed and unstressed syllables (CLO 3; CLO 4).To distinguish weak and strong forms of words (CLO 3; CLO 4).To construct spoken sentences with correct pronunciation of weak and strong forms of words (CLO 3; CLO 4). | 1.To explain stressed and unstressed syllables.<br>2.To give examples of stressed and unstressed syllables.<br>3.To act out the correct pronunciation of stressed and unstressed syllables.<br>4.To explain weak and strong forms of words.<br>5.To give examples of weak and strong forms of words. | **Kriteria:**<br>1.Pronunciation Rubric<br>2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speaker<br>3.4: Comprehensible, generally correct, Occasional error<br>4.3: Frequent errors that confuse listener and require guessing at meaning<br>5.2: Many errors that interfere with comprehensibility<br>6.1: Most utterances contain errors, Many utterances are incomprehensible, Little communication<br>7.0: No attempt<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, Demonstration, Drilling, Discussion, Question-Answer.<br>2 X 50 | | **Materi:** Stressed and unstressed syllables<br>**Pustaka:** *Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.* | 10% |

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|---|---|---|---|---|---|---|---|
| **11** | To compare stressed and unstressed syllables in pronunciation (CLO 3; CLO 4).To construct spoken sentences with correct pronunciation of stressed and unstressed syllables (CLO 3; CLO 4).To distinguish weak and strong forms of words (CLO 3; CLO 4).To construct spoken sentences with correct pronunciation of weak and strong forms of words (CLO 3; CLO 4). | 1.To explain stressed and unstressed syllables.<br>2.To give examples of stressed and unstressed syllables.<br>3.To act out the correct pronunciation of stressed and unstressed syllables.<br>4.To explain weak and strong forms of words.<br>5.To give examples of weak and strong forms of words. | **Kriteria:**<br>1.Pronunciation Rubric<br>2.5: Phonetically correct, Almost error-free, Awareness of accent, Genuine effort to sound like native speaker<br>3.4: Comprehensible, generally correct, Occasional error<br>4.3: Frequent errors that confuse listener and require guessing at meaning<br>5.2: Many errors that interfere with comprehensibility<br>6.1: Most utterances contain errors, Many utterances are incomprehensible, Little communication<br>7.0: No attempt<br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, Demonstration, Drilling, Discussion, Question-Answer.<br>2 X 50 | | **Materi:** Stressed and unstressed syllables<br>**Pustaka:** *Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.* | 10% |
| **12** | To show understanding of rhythm units (CLO 3; CLO 4).To use correct pronunciation of rhythm units (CLO 3; CLO 4). | 1.To explain rhythm units.<br>2.To give examples of rhythm units.<br>3.To demonstrate the correct pronunciation of rhythm units. | **Kriteria:**<br>Students understanding based on the indicator.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, Demonstration, Drilling, Discussion, Question-Answer<br>2 X 50 | | **Materi:** Rhythm units<br>**Pustaka:** *O'Connor, J.D. 1980. Better English Pronunciation: 2nd ed. Cambridge: Cambridge University Press.* | 3% |
| **13** | To show understanding of rhythm units (CLO 3; CLO 4).To use correct pronunciation of rhythm units (CLO 3; CLO 4). | 1.To explain rhythm units.<br>2.To give examples of rhythm units.<br>3.To demonstrate the correct pronunciation of rhythm units. | **Kriteria:**<br>Students understanding based on the indicator.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, Demonstration, Drilling, Discussion, Question-Answer<br>2 X 50 | | **Materi:** Rhythm units<br>**Pustaka:** *O'Connor, J.D. 1980. Better English Pronunciation: 2nd ed. Cambridge: Cambridge University Press.* | 2% |
| **14** | To classify tune shapes (CLO 3; CLO 4; CLO 5).To make use of correct pronunciation of tune shapes (CLO 3; CLO 4; CLO 5). | 1.To explain tune shapes.<br>2.To give examples of tune shapes.<br>3.To demonstrate the correct pronunciation of tune shapes. | **Kriteria:**<br>Students understanding based on the indicator.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, Demonstration, Drilling, Discussion, Question-Answer<br>2 X 50 | | **Materi:** Tune shapes<br>**Pustaka:** *Dauer, Rebecca M. 1992. Accurate English: A Complete Course in Pronunciation . USA: Prentice Hall Regents.* | 2% |
| **15** | To classify tune shapes (CLO 3; CLO 4; CLO 5).To make use of correct pronunciation of tune shapes (CLO 3; CLO 4; CLO 5). | 1.To explain tune shapes.<br>2.To give examples of tune shapes.<br>3.To demonstrate the correct pronunciation of tune shapes. | **Kriteria:**<br>Students understanding based on the indicator.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, Demonstration, Drilling, Discussion, Question-Answer<br>2 X 50 | | **Materi:** Tune shapes<br>**Pustaka:** *Marks, Jonathan. 2007. English Pronunciation in Use. Elementary. Cambridge: Cambridge University Press.* | 3% |
| **16** | To demonstrate the correct pronunciation and its sounds | Students are able to explain and demonstrate the correct pronounciation and its sounds | **Kriteria:**<br>Students understanding based on the indicator<br>**Bentuk Penilaian** :<br>Tes | Final test<br>2x50 | | **Materi:** Pronounciation practice<br>**Pustaka:** *Baker, Ann., and Marshall, Leslie. 2006. Ship or Sheep?: An Intermediate Pronunciation Course: 3rd ed. Cambridge: Cambridge University Press.* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 29% |
| 2. | Penilaian Portofolio | 16% |
| 3. | Praktik / Unjuk Kerja | 20% |
| 4. | Tes | 35% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Active Reading | 7920202253 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 2 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum | Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum | Dr. Ali Mustofa, S.S., M.Pd. |

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| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to estimate the title dan messages from complete text. | |
| | CPMK 1.A | Being able to previewing and predicting before they read the text |
| | CPMK 1.B | Being able to find main idea by applying chunking reading skill |
| | CPMK 1.C | Being able to find important information from the text by scanning |
| | 2. Being able to demonstrate the english language proficiency through reading text with several forms of activities in intermediate level | |
| | CPMK 2.A | Being able to increase vocabulary and language proficiency by reading advanced texts |
| | CPMK 2.B | Being able to improve critical thinking skills and problem solving by reading advanced level texts |
| | CPMK 2.C | Being able to make an outline based on the text they have read |
| | CPMK 2.D | Being able to read graphs appropiately |
| | CPMK 2.E | Being able to interpret graph, charts and tables |
| | CPMK 2.F | Being able to create summarize accurately reflect of the key information |
| | CPMK 2.G | Being able to make and use inferences as a resource for studying and reviewing |
| | CPMK 2.H | Being able to apply different annotation and note-taking techniques based on the type of text |
| | CPMK 2.I | being able to use time sequences accurately and effectively |
| | CPMK 2.J | Being able to improve critical thinking skills and problem solving by reading advanced level texts |
| | 3. Being able to demonstrate students critical thinking and problem solving in thematic discussion | |
| | CPMK 3.A | being able to write about their experience with different reading strategies and techniques and how these strategies have helped them improve their reading skills. |
| | CPMK 3.B | Being able to enhanched reading comprehension skills, improve their ability to understand complex sentence structures, identify key ideas, and draw inferences from the text. |
| | CPMK 3.C | Being able to improve critical thinking skills and problem solving by reading advanced level texts |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to previewing and predicting before they read the text. |
| | Sub-CPMK2 | Being able to previewing and predicting before they read the text. |
| | Sub-CPMK3 | Being able to find main idea by applying chunks reading skill |
| | Sub-CPMK4 | Being able to find important information from the text by scanning |
| | Sub-CPMK5 | Being able to make an outline based on the text they have read |
| | Sub-CPMK6 | Being able to read graphs appropiately |
| | Sub-CPMK7 | Being able to read graphs appropiately |
| | Sub-CPMK8 | being able to write about their experience with different reading strategies and techniques and how these strategies have helped them improve their reading skills |
| | Sub-CPMK9 | Being able to improve critical thinking skills and problem solving by reading advanced level text |
| | Sub-CPMK10 | 2 Being able to increase vocabulary and language proficiency by reading advanced texts |
| | Sub-CPMK11 | Being able to enhanched reading comprehension skills, improve their ability to understand complex sentence structures, identify key ideas, and draw inferences from the text. |
| | Sub-CPMK12 | Being able to interpret graph, charts and tables |
| | Sub-CPMK13 | Being able to create summary accurately based on key information |
| | Sub-CPMK14 | Being able to make inference |
| | Sub-CPMK15 | Being able to apply differenet annotation and notetaking techniques based on the tupe of the text |
| | Sub-CPMK16 | Being able to use time sequences accurately and effectively |
| | Sub-CPMK17 | Being able to create reflective notes on student' work |
| | Sub-CPMK18 | Being able to improve critical thinking skills and problem solving by reading advanced level texts |
| | Sub-CPMK19 | Being able to increase vocabulary and language proficiency by reading advanced text |
| | Sub-CPMK20 | Being able to enhanched reading comprehension skills, improve their ability to understand complex sentence structures, identify key ideas, and draw inferences from the text. |
| **Deskripsi Singkat MK** | Activee reading course assists students to read a large number of materials from a variety of topics on a wide range of genres primarily for pleasure to enrich understanding that is well within their linguistic and literary competence in and out of the classroom. The materials of this course include (1) how to interpret the theme of the text based on the main idea, supporting details, sequence, and cause and effect relationships, (2) how to comprehend the use of figurative language, (3) how to judge the author's point of view and language mood, and (4) how to draw the conclusions and predict the outcomes of the text, including relating the information in the text into broader context. The activeities in this course are conducted through group discussions, presentations, and classroom assignment, e.g. written summary, report, and analysis of the text. This course aims to develop student's communicative competence as well as students reading abilities in order to increase student's confidence in learning English which work with pedagogical strategy: providing a large volume of comprehensible to enhance students' communicative competence. Goals will be achieved: (1) to create access for learners to sufficient input of the target language, (2) to enhance reading skills(fluency) by encouraging students to read a large number of books on various topics as well as to improve their overall language competence, (3) to develop oral communicative competence by providing students with collaborative activeities, (4) to build a positive toward learning English by using materials within the students' language abilities, (5) to enhance student's motivation and love for learning and to build life-long learning habit. | |
| **Pustaka** | **Utama :** | |
| | 1. Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press | |
| | **Pendukung :** | |
| | | |
| **Dosen Pengampu** | Kenya Permata Kusumadewi, S.S., M.Pd.<br>Silvy Cinthia Adelia, S.S., M.A. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

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| **1** | Being able to previewing and predicting before they read the text. | Students are able to know what is Active Reading | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | The lecturer explains some reading skills target in this semester<br>2 X 50 | | **Materi:** Unit 1<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 0% |
| **2** | Being able to previewing and predicting before they read the text. | Accurate and use of context clues in previewing and predicting skills | **Kriteria:**<br>written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Before the students read the text from Inside Reading 2 unit 1, The students answering some questions related previewing reading skills.<br>2 X 50 | | **Materi:** UNIT 1<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 0% |
| **3** | Being able to find main idea by applying chunks reading skill | Ability to accurately identify the main idea of a chunk of text | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Students read a short text from Inside Reading 2 unit 2, and try to find the sentence that states the main idea using the chunks technique.<br>2 X 50 | | **Materi:** UNIT 2 : Finding Main Idea apllying the chunks reading skill<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 5% |
| **4** | Being able to find important information from the text by scanning | To identify new words. To explain pattern of the paragraph & previewing the information. To understand longer passages. | **Kriteria:**<br>Students can find the information they need in a relatively short time through scanning and can distinguish between important and less important information.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students apply scanning to find specific information from text they've read.<br>2 X 50 | | **Materi:** UNIT 3 : Scanning<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 5% |
| **5** | Being able to make an outline based on the text they have read | students are able to identify and organize main ideas and supporting details also to create an outline effectively and accurately | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing and discussion<br>2 X 50 | | **Materi:** UNIT 4 : Outlining<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 6% |
| **6** | Being able to read graphs appropiately | To explain what has been presented in the text (about some theme in the stories), the meaning of difficult words. To identify new words. To explain pattern of the paragraph & previewing the - information. To understand longer passages. To explain figurative language, writer's point of view, messages, and understand its meaning contextually. | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | | Identifying the graph's purpose by Determining the purpose of the graph by examining its title and any accompanying text. This will provide context for the presented data and help the student interpret the graph more accurately.<br>2 X 50 | **Materi:** UNIT 5 : Reading Graph<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 5% |
| **7** | Being able to read graphs appropiately | Students are able to identify the type of graph, read and understand the labels on a graph, including the title, axis labels and legend. | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students should present their findings to the class.<br>2 X 50 | | **Materi:** UNIT 5 : Reading Graph<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 5% |
| **8** | being able to write about their experience with different reading strategies and techniques and how these strategies have helped them improve their reading skills | written and oral | **Kriteria:**<br>5<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students will keep a learning log throughout the course, in which they reflect on their progress, challenges, and successes<br>2 x 50 | | **Materi:** UNIT 7<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 0% |

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|---|---|---|---|---|---|---|---|
| **9** | 1.Being able to improve critical thinking skills and problem solving by reading advanced level text<br>2.2 Being able to increase vocabulary and language proficiency by reading advanced texts<br>3.Being able to enhanched reading comprehension skills, improve their ability to understand complex sentence structures, identify key ideas, and draw inferences from the text. | written and oral | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students do close reading to apply some reading skills and answer questions - mid term | | **Materi:** exercises<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 20% |
| **10** | Being able to interpret graph, charts and tables | written and oral | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students can provide a lot of information in a small space and preview a table or chart.<br>2 x 50 | | **Materi:** UNIT 6<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 5% |
| **11** | Being able to create summary accurately based on key information | written and oral | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students will read books of their choice and write reviews that summarizes the main points<br>2 x 50 | | **Materi:** UNIT 7<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 5% |
| **12** | Being able to make inference | Can read and interpret statistical tables | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | | The students discussed with their group and interpreted numerical information in tables.<br>2 x 50 | **Materi:** UNIT 7 : Making Inference<br>**Pustaka:** | 5% |
| **13** | Being able to apply differenet annotation and notetaking techniques based on the tupe of the text | written and oral | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Applying annotation and highlighting techinuques<br>2 x 50 | | **Materi:** UNIT 8<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 5% |
| **14** | Being able to use time sequences accurately and effectively | written and oral | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Reading some short stories and break the story into the sequences<br>2 x 50 | | **Materi:** Inferences<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 2% |
| **15** | Being able to create reflective notes on student' work | written and oral | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | At the end of the course, students will write a final reflection on what they have learned, how they have improved, and what strategies they will continue to use in the future | | **Materi:** reflective note<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 2% |
| **16** | 1.Being able to improve critical thinking skills and problem solving by reading advanced level texts<br>2.Being able to increase vocabulary and language proficiency by reading advanced text<br>3.Being able to enhanched reading comprehension skills, improve their ability to understand complex sentence structures, identify key ideas, and draw inferences from the text. | written and oral | **Kriteria:**<br>creative writing project<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Submit the creative writing project - Final term | | **Materi:** submited<br>**Pustaka:**<br>*Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 95% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 2.5% |

| | | |
|---|---|---|
| 3. | Praktik / Unjuk Kerja | 2.5% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Critical Listening | 7920202034 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 2 | 1 September 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Cicilia Deandra, S.S, M.A | Cicilia Deandra, S.S, M.A | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Students will develop the ability to actively and attentively listen to a wide range of audio materials, including music, spoken word, and environmental sounds | |
| | 2. Students will learn to identify and analyze subtle nuances, elements, and details in audio recordings, such as instrumentation, timbre, dynamics, and spatial characteristics | |
| | 3. Students will be able to critically evaluate audio recordings, performances, and speeches, identifying strengths and weaknesses, and providing constructive feedback | |
| | 4. Students will be able to Develop an awareness of cultural sensitivity when interpreting and evaluating audio content from diverse backgrounds and perspectives | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Students identify and paraphrase stated and implied main ideasStudents able to make inferences and assumption |
| | Sub-CPMK2 | Students identify and paraphrase stated and implied main ideasStudents able to make inferences and assumption |
| | Sub-CPMK3 | Students identify and paraphrase stated and implied main ideasStudents able to make inferences and assumption |
| | Sub-CPMK4 | Students identify and paraphrase stated and implied main ideasStudents able to make inferences and assumption |
| | Sub-CPMK5 | Students able to analyze and respond to oral argument and other types of authentic discourse Students able to analyze and evaluate information in social and scientific situation |
| | Sub-CPMK6 | Students able to analyze and respond to oral argument and other types of authentic discourse Students able to analyze and evaluate information in social and scientific situation |
| | Sub-CPMK7 | Students able to analyze and respond to oral argument and other types of authentic discourse Students able to analyze and evaluate information in social and scientific situation |
| | Sub-CPMK8 | Students able to analyze and respond to oral argument and other types of authentic discourse Students able to analyze and evaluate information in social and scientific situation |
| | Sub-CPMK9 | UTS |
| | Sub-CPMK10 | Students expand their vocabulary in a variety of academic and professional fields and enhance note taking skills |
| | Sub-CPMK11 | Students expand their vocabulary in a variety of academic and professional fields and enhance note taking skills |
| | Sub-CPMK12 | Students expand their vocabulary in a variety of academic and professional fields and enhance note taking skills |
| | Sub-CPMK13 | Students expand their vocabulary in a variety of academic and professional fields and enhance note taking skills |
| | Sub-CPMK14 | Students develop skills in comprehending, analyzing, synthesizing, and evaluating longer spoken discourse |
| | Sub-CPMK15 | Students develop skills in comprehending, analyzing, synthesizing, and evaluating longer spoken discourse |
| | Sub-CPMK16 | UAS |
| **Deskripsi Singkat MK** | This course concentrates on preparing students for the listening of authentic materials. This course further develops students 19 listening comprehension and trains the use of critical thinking skills. Students will listen to interviews/reports from news, talk and entertainment programs 13 and engage in discussions by using critical thinking to analyze, synthesize and express opinions on the information presented in the programs. | |
| **Pustaka** | **Utama :** | |
| | 1. CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW | |
| | **Pendukung :** | |
| **Dosen Pengampu** | Adam Damanhuri, S.S., M.Hum. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Students identify and paraphrase stated and implied main ideasStudents able to make inferences and assumption | 1.identify relevant points of authentic talk shows and interviews<br>2.identify inferred information & organization of ideas in talk show and interview | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Group Discussion Note taking<br>2 X 50 | | **Materi:** Identifying main Ideas<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 5% |
| 2 | Students identify and paraphrase stated and implied main ideasStudents able to make inferences and assumption | 1.identify relevant points of authentic talk shows and interviews<br>2.identify inferred information & organization of ideas in talk show and interview | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Group Discussion Note taking<br>2 X 50 | | **Materi:** Identifying main Ideas<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 5% |
| 3 | Students identify and paraphrase stated and implied main ideasStudents able to make inferences and assumption | 1.identify relevant points of authentic talk shows and interviews<br>2.identify inferred information & organization of ideas in talk show and interview | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Group Discussion Note taking<br>2 X 50 | | **Materi:** Identifying main Ideas<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 0% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **4** | Students identify and paraphrase stated and implied main ideasStudents able to make inferences and assumption | 1.identify relevant points of authentic talk shows and interviews<br>2.identify inferred information & organization of ideas in talk show and interview | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Group Discussion Note taking<br>2 X 50 | | **Materi:** Identifying main Ideas<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 5% |
| **5** | Students able to analyze and respond to oral argument and other types of authentic discourse Students able to analyze and evaluate information in social and scientific situation | Students able to analyze and respond to oral argument and other types of authentic discourse Students able to analyze and evaluate information in social and scientific situation | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Practice Discussion<br>2 X 50 | | **Materi:** Oral argument and other types of authentic discourse<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 0% |
| **6** | Students able to analyze and respond to oral argument and other types of authentic discourse Students able to analyze and evaluate information in social and scientific situation | Students able to analyze and respond to oral argument and other types of authentic discourse Students able to analyze and evaluate information in social and scientific situation | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Practice Discussion<br>2 X 50 | | **Materi:** Oral argument and other types of authentic discourse<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 5% |
| **7** | Students able to analyze and respond to oral argument and other types of authentic discourse Students able to analyze and evaluate information in social and scientific situation | Students able to analyze and respond to oral argument and other types of authentic discourse Students able to analyze and evaluate information in social and scientific situation | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Practice Discussion<br>2 X 50 | | **Materi:** Oral argument and other types of authentic discourse<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 0% |
| **8** | Students able to analyze and respond to oral argument and other types of authentic discourse Students able to analyze and evaluate information in social and scientific situation | Students able to analyze and respond to oral argument and other types of authentic discourse Students able to analyze and evaluate information in social and scientific situation | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Practice Discussion<br>2 X 50 | | **Materi:** Oral argument and other types of authentic discourse<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 0% |
| **9** | UTS | 1.Assess students' ability to recognize difficult academic vocabulary<br>2.Evaluate their understanding of fundamental audio concepts<br>3.Test their listening comprehension skills by asking questions about key points, main ideas, and supporting details in audio materials, particularly in the context of spoken word<br>4.Assess their ability to critically evaluate the quality of audio recordings or performances by providing reasoned judgments and constructive feedback | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Tes | SPOKEN AND WRITTEN TEST<br>2 X 50 | | **Materi:** Midtest<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 10% |
| **10** | Students expand their vocabulary in a variety of academic and professional fields and enhance note taking skills | Requires the listener to understand, interpret, and assess what they hear | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion Question-Answer<br>2 X 50 | | **Materi:** Discourse with any theme<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 0% |
| **11** | Students expand their vocabulary in a variety of academic and professional fields and enhance note taking skills | Requires the listener to understand, interpret, and assess what they hear | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion Question-Answer<br>2 X 50 | | **Materi:** Discourse with any theme<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 5% |
| **12** | Students expand their vocabulary in a variety of academic and professional fields and enhance note taking skills | Requires the listener to understand, interpret, and assess what they hear | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion Question-Answer<br>2 X 50 | | **Materi:** Discourse with any theme<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 5% |
| **13** | Students expand their vocabulary in a variety of academic and professional fields and enhance note taking skills | Requires the listener to understand, interpret, and assess what they hear | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Discussion Question-Answer<br>2 X 50 | | **Materi:** Discourse with any theme<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 10% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **14** | Students develop skills in comprehending, analyzing, synthesizing, and evaluating longer spoken discourse | To be able to identify relevant points of authentic speech | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Discussion Question-Answer<br>2 X 50 | | **Materi:** Spoken Discourse with any theme<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 10% |
| **15** | Students develop skills in comprehending, analyzing, synthesizing, and evaluating longer spoken discourse | To be able to identify relevant points of authentic speech | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Discussion Question-Answer<br>2 X 50 | | **Materi:** Any Discourse<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 10% |
| **16** | UAS | 1. Assess their critical thinking skills by asking them to critically evaluate the quality of audio recordings or performances<br>2. Test their knowledge of the cultural and historical context surrounding audio materials by asking questions about how context influences interpretation.<br>3. Test their listening comprehension skills by asking questions related to key points, main ideas, and supporting details in audio materials, particularly in the context of spoken word<br>4. Evaluate their ability to communicate their critical listening findings effectively, whether through written reports, oral presentations, or multimedia presentations | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Tes | SPOKEN AND WRITTEN TEST<br>2 X 50 | | **Materi:** Test<br>**Pustaka:** *CNN NEWS DISCOVERY CHANNEL BBC NEWS TALK SHOW* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 25% |
| 2. | Penilaian Portofolio | 30% |
| 3. | Praktik / Unjuk Kerja | 5% |
| 4. | Tes | 40% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Expository and Analytical Writing | 7920202254 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 2 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Project Based Learning** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Demonstrate Proficiency in Writing Mechanics | |
| | CPMK 1.A | Students should be able to consistently apply proper grammar, punctuation, spelling, and formatting in their writing, demonstrating a strong command of the English language. |
| | 2. Craft Clear and Coherent Essays | |
| | CPMK 2.A | Students should be capable of structuring essays effectively, organizing ideas logically, and creating clear, coherent, and cohesive written arguments. |
| | 3. Analyze and Synthesize Information | |
| | CPMK 3.A | Students should develop the ability to critically analyze and synthesize information from various sources, including texts, articles, and research materials, to support their arguments. |
| | 4. Use Evidence Effectively | |
| | CPMK 4.A | Students should be able to select and incorporate relevant evidence (e.g., data, examples, quotations) to strengthen their arguments and demonstrate a thorough understanding of the topic. |
| | 5. Develop Strong Thesis Statements | |
| | CPMK 5.A | Students should learn how to formulate clear and concise thesis statements that accurately represent the main argument of their essays. |
| | 6. Engage with Academic and Scholarly Sources | |
| | CPMK 6.A | Students should be able to locate, evaluate, and integrate academic and scholarly sources into their writing, while properly citing and referencing them using a recognized citation style (e.g., APA, MLA, Chicago). |
| | 7. Apply Different Writing Styles and Genres | |
| | CPMK 7.A | Students should be able to adapt their writing style and genre to different purposes and audiences, including expository essays, persuasive essays, research papers, and more. |
| | 8. Demonstrate Critical Thinking Skills | |
| | CPMK 8.A | Students should develop critical thinking skills by analyzing and evaluating different viewpoints, identifying biases, and making well-founded arguments based on evidence. |
| | 9. Revise and Edit Effectively | |
| | CPMK 9.A | Students should be able to revise and edit their work to improve clarity, coherence, and overall quality, while also addressing issues such as grammar and mechanics. |
| | 10. Engage in Peer Review and Feedback | |
| | CPMK 10.A | Students should actively participate in peer review processes, providing constructive feedback to peers and using feedback from others to enhance their own writing. |
| | 11. Understand Ethical Writing Practices | |
| | CPMK 11.A | Students should be aware of and adhere to ethical writing practices, including avoiding plagiarism and properly crediting sources. |
| | 12. Present Ideas Orally and in Writing | |
| | CPMK 12.A | Students should be able to present their ideas effectively not only in writing but also orally, through presentations or discussions, demonstrating strong communication skills. |
| | 13. Develop a Writing Portfolio | |
| | CPMK 13.A | Encourage students to create a writing portfolio showcasing their best work throughout the course, demonstrating their progress and development as writers. |
| | 14. Prepare for Further Academic and Professional Writing | |
| | CPMK 14.A | Ensure that students are well-prepared to apply their writing skills in future academic and professional contexts, such as academic research, journalism, marketing, or communication roles. |
| | 15. Reflect on Writing Process | |
| | CPMK 15.A | Encourage students to reflect on their writing process, identifying areas of strength and areas for improvement, and setting goals for their ongoing development as writers. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Understanding the course content, the development from paragraph to essay, and the differences between the expository and analytical composition. |
| | Sub-CPMK2 | Understanding the expositorycomposition in detail. |
| | Sub-CPMK3 | Analyzing the structure of several expository compositions. |
| | Sub-CPMK4 | Analyzing the structure of several expository compositions. |
| | Sub-CPMK5 | Being able to write the expository composition from scratch. |
| | Sub-CPMK6 | Being able to write the expository composition from scratch. |
| | Sub-CPMK7 | Applying knowledge of expository composition during Mid-Semester examination. |
| | Sub-CPMK8 | Understanding the analysis essay in detail |
| | Sub-CPMK9 | Understanding the consept of analytical essay and how to analysis |
| | Sub-CPMK10 | Being able to write an analytical essay |
| | Sub-CPMK11 | Being able to write analytical essay |
| | Sub-CPMK12 | Being able to collect the data and make it into diagram, table and etc |
| | Sub-CPMK13 | Being able to analyze the data |
| | Sub-CPMK14 | being able to write analytical essay with free topic |
| | Sub-CPMK15 | being able to write analytical essay with free topic |
| | Sub-CPMK16 | Applying knowledge of expository composition and analytical essay during Final Semester examination. |
| **Deskripsi Singkat MK** | In this course, students will explore the idea of writing expository and analytical essays in unity and coherence by applying acceptable language features to communicate in written form. They are expected to develop their writings from paragraph to essay, to identify the model of the expository and analytical text; including but not limited to process, cause and effect, comparison and contrast, classification and division, and definition, and to construct a five-paragraph essay. All teaching-learning activities are conducted through lecturing, presentation, discussion, and question-and-answer session. | |
| **Pustaka** | **Utama :** | |


1. Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.
2. Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.
3. Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.
4. Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication


**Pendukung :**

| Dosen Pengampu | Kenya Permata Kusumadewi, S.S., M.Pd.<br>Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.<br>Ephrilia Noor Fitriana, S.Hum., M.Hum. |
|---|---|

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Understanding the course content, the development from paragraph to essay, and the differences between the expository and analytical composition. | The students understand the purpose, the concept, and the outline of expository and analytical composition. | **Kriteria:**<br>Score is based on the number of correct answer<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | lectures, group discussion, group work.<br>2 X 50 | | **Materi:** purpose, the concept, and the outline of expository and analytical composition.<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** purpose, the concept, and the outline of expository and analytical composition.<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** purpose, the concept, and the outline of expository and analytical composition.<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** purpose, the concept, and the outline of expository and analytical composition.<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 3% |
| 2 | Understanding the expositorycomposition in detail. | 1. Explain the purpose, the concept, and the characteristics of expositorycomposition.<br>2. Identify the structure of several expositorycompositions. | **Kriteria:**<br>The score is based on the number of the correct answers.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lectures, presentation, group work<br>2 X 50 | | **Materi:** the purpose, the concept, the structure, and the characteristics of expository composition<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** the purpose, the concept, the structure, and the characteristics of expository composition<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** the purpose, the concept, the structure, and the characteristics of expository composition<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** the purpose, the concept, the structure, and the characteristics of expository composition<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 3% |

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|---|---|---|---|---|---|---|---|
| **3** | Analyzing the structure of several expository compositions. | 1. Explain the purpose, the concept, and the characteristics of expository composition.<br>2. Identify the structure of several expository compositions. | **Kriteria:**<br>Students ability to explain and analyze the given task.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Group presentations, feedback<br>2 X 50 | | **Materi:** the purpose, the concept, the structure, and the characteristics of expository composition<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** the purpose, the concept, the structure, and the characteristics of expository composition<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** the purpose, the concept, the structure, and the characteristics of expository composition<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** the purpose, the concept, the structure, and the characteristics of expository composition<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 3% |
| **4** | Analyzing the structure of several expository compositions. | 1. Explain the purpose, the concept, and the characteristics of expository composition.<br>2. Identify the structure of several expository compositions. | **Kriteria:**<br>Students ability to explain and analyze the given task.<br><br>**Bentuk Penilaian** :<br>Tes | Group presentations, feedback<br>2 X 50 | | **Materi:** the purpose, the concept, the structure, and the characteristics of expository composition<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** the purpose, the concept, the structure, and the characteristics of expository composition<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** the purpose, the concept, the structure, and the characteristics of expository composition<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** the purpose, the concept, the structure, and the characteristics of expository composition<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 3% |

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| **5** | Being able to write the expository composition from scratch. | 1. Students are able to:Choose a specific topic for their expository composition.<br>2. Make the first draft.<br>3. Analyze the feedback given by the lecturer<br>4. Rewrite their first draft according to the feedback given. | **Kriteria:**<br>Students ability to do the given task.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, one-on-one tutorial, question-and-answer<br>2 X 50 | | **Materi:** write the expository composition<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** write the expository composition<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** write the expository composition<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** write the expository composition<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 3% |
| **6** | Being able to write the expository composition from scratch. | 1. Students are able to:Choose a specific topic for their expository composition.<br>2. Make the first draft.<br>3. Analyze the feedback given by the lecturer<br>4. Rewrite their first draft according to the feedback given. | **Kriteria:**<br>Students ability to do the given task.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, one-on-one tutorial, question-and-answer<br>2 X 50 | | **Materi:** write the expository composition<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** write the expository composition<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** write the expository composition<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** write the expository composition<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 3% |

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| **7** | Applying knowledge of expository composition during Mid-Semester examination. | Students ability to do the given task. | **Kriteria:**<br>1.Thesis Statement<br>2.Organization and Structure<br>3.Supporting Evidence<br>4.Analysis and Explanation<br>5.Clarity and Coherence<br>6.Audience Awareness<br>7.Concluding Remarks<br>8.Grammar and Mechanics<br>9.Citation and Referencing<br>10.Originality and Creativity<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | 2 X 50 | | **Materi:** write the expository composition<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** write the expository composition<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** write the expository composition<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** write the expository composition<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 4% |
| **8** | Understanding the analysis essay in detail | Explain more detail about analytical essayhow to analysis, when to analysis, identify what to analysis | **Kriteria:**<br>The score is based on the number of the correct answer<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lectures, presentation<br>2 X 50 | | **Materi:** Understanding the analysis essay<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** Understanding the analysis essay<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** Understanding the analysis essay<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** Understanding the analysis essay<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 3% |

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| **9** | Understanding the consept of analytical essay and how to analysis | Identifying the genre of text based on analytical essay | **Kriteria:**<br>student abbility to the genre of text and step by step to analyze<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Tes | lecturing, disscussion, question-answer<br>2 X 50 | | **Materi:** the genre of text based on analytical essay<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** the genre of text based on analytical essay<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** the genre of text based on analytical essay<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** the genre of text based on analytical essay<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 3% |
| **10** | Being able to write an analytical essay | 1. Student are able to : develop theor topic idea<br>2. develop their draft become compare-contrast / categorize & classifying / relational analysis. | **Kriteria:**<br>ability to develop their essay<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | lecturing, one-on0one tutorial, question-answer<br>2 X 50 | | **Materi:** write an analytical essay<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** write an analytical essay<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** write an analytical essay<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** write an analytical essay<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 3% |

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|---|---|---|---|---|---|---|---|
| **11** | Being able to write analytical essay | Develop their topic idea and their draftanalyze the feedback that given by the lecturerre-write their first draft | **Kriteria:**<br>ability t0 develop their essay<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja | one-on-one tutorial, discussion, question-answer<br>2 X 50 | | **Materi:** write an analytical essay<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** write an analytical essay<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** write an analytical essay<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** write an analytical essay<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 3% |
| **12** | Being able to collect the data and make it into diagram, table and etc | able to collect data and presentation | **Kriteria:**<br>able to collect the data<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecturig, one-on-one tutorial, question-answer<br>2 X 50 | | **Materi:** collect the data and make it into diagram, table and etc.<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** collect the data and make it into diagram, table and etc.<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** collect the data and make it into diagram, table and etc.<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** collect the data and make it into diagram, table and etc.<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 4% |

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|---|---|---|---|---|---|---|---|
| **13** | Being able to analyze the data | able to develop their analysis using dataanalyze the feedback that given by the lecturerre-write their final draft include data analyzesubmit their final project | **Kriteria:**<br>able to write analytical essay with data<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja | progressive assessment and written test<br>2 X 50 | | **Materi:** write analytical essay with data<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** write analytical essay with data<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** write analytical essay with data<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** write analytical essay with data<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 4% |
| **14** | being able to write analytical essay with free topic | Able to choose topic that student interest for their analytical essayMake a draftAnalyze the feedback given by the lecturerrewrite their first draft according to the feedback given | **Kriteria:**<br>able to write analytical essay<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja | lecturing, one-on-one tutorial, question-answer<br>2 X 50 | | **Materi:** write analytical essay with free topic<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** write analytical essay with free topic<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** write analytical essay with free topic<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** write analytical essay with free topic<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 4% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **15** | being able to write analytical essay with free topic | Able to choose topic that student interest for their analytical essayMake a draftAnalyze the feedback given by the lecturerrewrite their first draft according to the feedback given | **Kriteria:**<br>able to write an analytical essay<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja | lecturing, one-on-one tutorial, question-answer<br>2 X 50 | | **Materi:** write analytical essay<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** write analytical essay<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** write analytical essay<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** write analytical essay<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 4% |
| **16** | Applying knowledge of expository composition and analytical essay during Final Semester examination. | Students are able to write analytical essay | **Kriteria:**<br>1.Thesis Statement and Purpose<br>2.Organization and Structure<br>3.Supporting Evidence and Analysis<br>4.Critical Thinking and Interpretation<br>5.Clarity and Coherence<br>6.Audience Awareness and Engagement<br>7.Concluding Remarks<br>8.Grammar and Mechanics<br>9.Citation and Referencing<br>10.Originality and Creativity<br>11.Argumentative Structure<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | 2 X 50 | | **Materi:** write an analytical essay<br>**Pustaka:** *Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay . London: Macmillan.*<br><br>**Materi:** write an analytical essay<br>**Pustaka:** *Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.*<br><br>**Materi:** write an analytical essay<br>**Pustaka:** *Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.*<br><br>**Materi:** write an analytical essay<br>**Pustaka:** *Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication* | 50% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 76.24% |
| 2. | Penilaian Portofolio | 7.74% |
| 3. | Praktik / Unjuk Kerja | 6.74% |
| 4. | Tes | 9.25% |
| | | 99.97% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Functional Grammar | 7920203281 | Mata Kuliah Wajib Program Studi | T=3 | P=0 | ECTS=4.77 | 2 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Project Based Learning** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Critically Evaluate Language Use | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | To introduce the course outline |
| | Sub-CPMK2 | To identify the part of speech, class, and function in functional grammar |
| | Sub-CPMK3 | To identify the part of speech, class, and function in functional grammar |
| | Sub-CPMK4 | To determine rank shift in sentences |
| | Sub-CPMK5 | To determine main functional components |
| | Sub-CPMK6 | To determine process types |
| | Sub-CPMK7 | To determine process types |
| | Sub-CPMK8 | To achieve the course learning outcome being able to account for the framework of systemic functional analysisbeing able to reflect on the relationship between the wording of a text and its communicative goals |
| | Sub-CPMK9 | To evaluate experiential meanings |
| | Sub-CPMK10 | To evaluate experiential meanings |
| | Sub-CPMK11 | To evaluate interpersonal Meaning |
| | Sub-CPMK12 | To evaluate interpersonal Meaning |
| | Sub-CPMK13 | To evaluate textual Meaning |
| | Sub-CPMK14 | To evaluate textual Meaning |
| | Sub-CPMK15 | To evaluate texts |
| | Sub-CPMK16 | To achieve the 3rd CLObeing able to use the framework of systemic functional grammar to analyze and discuss a text with appropriate use of secondary sources |
| **Deskripsi Singkat MK** | This course equips students with practical skills in applying functional grammar principles to analyze and interpret language in real-world contexts. It integrates theoretical foundations with hands-on application, emphasizing the functional perspective of grammar and its relevance in understanding how language functions in communication. The Students will be introduced to the framework for analyzing grammar and meaning along three dimensions: (1) how language represents states and activities, (2) how language functions in the interaction between people, and (3) how information is structured in sentences and texts. Through theoretical inputs and practical activities, students will raise their awareness of how language users convey meaning through their choice of words and grammatical structures in specific situations. The course will additionally include analyses of authentic texts in various genres, touching upon various SDG issues focused on gender equality (SDG 5), reduced inequality (SDG 10), and no poverty (SDG 1). This course will use a range of assessment tasks including text analyses and interpretation, projects, and written tests. By the end of the course, the students will deepen their understanding of grammatical structures and their functional significance in various genres while also carrying out critical analyses and developing collaboration skills essential for future academic and professional endeavors. | |
| **Pustaka** | **Utama :** | |
| | 1. Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.<br>2. Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.<br>3. Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group<br>4. Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.<br>5. Martin, J. R. (1992). English Text: System and Structure. Benjamins. | |
| | **Pendukung :** | |
| **Dosen Pengampu** | Ayunita Leliana, S.S., M.Pd.<br>Fariq Shiddiq Tasaufy, S.S., M.Hum.<br>Cicilia Deandra Maya Putri, S.Hum., M.A. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | To introduce the course outline | 1.To conduct and follow the class accordingly<br>2.To make necessary preparation | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | Speech Class discussion<br>3 X 50 | | **Materi:** introduction to functional grammar<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** introduction to functional grammar<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** introduction to functional grammar<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |
| **2** | To identify the part of speech, class, and function in functional grammar | 1.To differentiate functional grammar features from traditional grammar's<br>2.To apply functional grammar feature | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | SpeechIndividual practice<br>6 X 50 | | **Materi:** part of speech, class, and function in functional grammar<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** part of speech, class, and function in functional grammar<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** part of speech, class, and function in functional grammar<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **3** | To identify the part of speech, class, and function in functional grammar | 1. To differentiate functional grammar features from traditional grammar's<br>2. To apply functional grammar feature | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | SpeechIndividual practice<br>6 X 50 | | **Materi:** differentiate functional grammar features from traditional grammar's and apply functional grammar features<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** differentiate functional grammar features from traditional grammar's and apply functional grammar features<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** differentiate functional grammar features from traditional grammar's and apply functional grammar features<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |
| **4** | To determine rank shift in sentences | 1. To organize rank scale<br>2. To classify rank shift in sentences | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Speech Class discussion<br>Individual practice<br>3 X 50 | | **Materi:** rank shift in sentences<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** rank shift in sentences<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** rank shift in sentences<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |

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|---|---|---|---|---|---|---|---|
| **5** | To determine main functional components | 1.To identify three main function components of nominal group<br>2.To utilize three main function components of nominal group in sentences | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | SpeechIndividual practice<br>3 X 50 | | **Materi:** main functional components<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** main functional components<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** main functional components<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |
| **6** | To determine process types | 1.To identify the seven types of processes<br>2.To utilize process types in sentences | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | SpeechClass discussion<br>6 X 50 | | **Materi:** process types<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** process types<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** process types<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |
| **7** | To determine process types | 1.To identify the seven types of processes<br>2.To utilize process types in sentences | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | SpeechClass discussion<br>6 X 50 | | **Materi:** process types<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** process types<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** process types<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |

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|---|---|---|---|---|---|---|---|
| **8** | To achieve the course learning outcome being able to account for the framework of systemic functional analysisbeing able to reflect on the relationship between the wording of a text and its communicative goals | To analyze nominal groups and process types in the selected text | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Take-home exam<br>3 X 50 | | **Materi:** nominal groups and process types in the selected text<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** nominal groups and process types in the selected text<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** nominal groups and process types in the selected text<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 4% |
| **9** | To evaluate experiential meanings | 1.To identify the experiential meaning<br>2.To analyse the experiential meaning in selected texts | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | SpeechSmall group discussionSelf-paced text analysis<br>6 X 50 | | **Materi:** experiential meanings<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** experiential meanings<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** experiential meanings<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |
| **10** | To evaluate experiential meanings | 1.To identify the experiential meaning<br>2.To analyse the experiential meaning in selected texts | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja | SpeechSmall group discussionSelf-paced text analysis<br>6 X 50 | | **Materi:** experiential meanings<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** experiential meanings<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** experiential meanings<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |

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|---|---|---|---|---|---|---|---|
| **11** | To evaluate interpersonal Meaning | 1.To identify the interpersonal meaning<br>2.To analyse the interpersonal meaning in selected texts | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | SpeechSmall group discussionSelf-paced text analysis<br>6 X 50 | | **Materi:** interpersonal Meaning<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** interpersonal Meaning<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** interpersonal Meaning<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 3% |
| **12** | To evaluate interpersonal Meaning | 1.To identify the interpersonal meaning<br>2.To analyse the interpersonal meaning in selected texts | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja | SpeechSmall group discussionSelf-paced text analysis<br>6 X 50 | | **Materi:** interpersonal Meaning<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** interpersonal Meaning<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** interpersonal Meaning<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 4% |
| **13** | To evaluate textual Meaning | 1.To identify the textual meaning<br>2.To analyse the textual meaning in selected texts | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja | SpeechSmall group discussionSelf-paced text analysis<br>6 X 50 | | **Materi:** textual Meaning<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** textual Meaning<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** textual Meaning<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 4% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **14** | To evaluate textual Meaning | 1.To identify the textual meaning<br>2.To analyse the textual meaning in selected texts | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | SpeechSmall group discussionSelf-paced text analysis<br>6 X 50 | | **Materi:** textual Meaning<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** textual Meaning<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** textual Meaning<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 4% |
| **15** | To evaluate texts | 1.To analyze the types of meaning<br>2.To appraise the text | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Group text analysis (Deadline: week 15)<br>3 X 50 | | **Materi:** evaluate texts<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** evaluate texts<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** evaluate texts<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 4% |
| **16** | To achieve the 3rd CLObeing able to use the framework of systemic functional grammar to analyze and discuss a text with appropriate use of secondary sources | 1.To evaluate selected text<br>2.To compose an analysis of the selected text | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Take-home exam Deadline: June 2021<br>3 X 50 | | **Materi:** evaluate and compose an analysis of the selected text<br>**Pustaka:** *Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.*<br><br>**Materi:** evaluate and compose an analysis of the selected text<br>**Pustaka:** *Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.*<br><br>**Materi:** evaluate and compose an analysis of the selected text<br>**Pustaka:** *Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group* | 50% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|

| | | |
|---|---|---|
| 1. | Aktifitas Partisipasif | 23.16% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 50% |
| 3. | Penilaian Portofolio | 8.16% |
| 4. | Praktik / Unjuk Kerja | 8.16% |
| 5. | Tes | 10.5% |
| | | 99.98% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Introduction To Linguistics | 7920203095 | | T=3 | P=0 | ECTS=4.77 | 2 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Lisetyo Ariyanti, S.S., M.Pd. ; Lina Purwaning Hartanti, S.Pd., M.EIL. ; Adam Damanhuri, S.S., M.Hum. ; Cicilia Deandra Maya Putri, S.Hum., M.A. | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

**Model Pembelajaran**: Case Study

**Capaian Pembelajaran (CP)**

**CPL-PRODI yang dibebankan pada MK**

| | |
|---|---|
| **1. Sikap** | |
| CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| **2. Keterampilan Umum** | |
| CPL 2.A | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| **3. Keterampilan Khusus** | |
| CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| **4. Pengetahuan** | |
| CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |

**Capaian Pembelajaran Mata Kuliah (CPMK)**

1. 1) Being able to understand the basic concepts and theories of linguistic elements 2) Being able to understand the concepts of phonology, morphology and syntax, semantics and pragmatics, and discourse and multimodality 3) Being able to apply the concepts of phonology, morphology and syntax, semantics and pragmatics, and discourse and multimodality 4) Being able to analyze various linguistic elements in a variety of language phenomena

**Kemampuan akhir tiap tahapan belajar (Sub-CPMK)**

| | |
|---|---|
| Sub-CPMK1 | Understanding what the language is |
| Sub-CPMK2 | Understanding the conceptual foundation of linguistic knowledge |
| Sub-CPMK3 | Understanding the sounds of language |
| Sub-CPMK4 | Understanding the words of language |
| Sub-CPMK5 | Understanding Phrases and Sentences |
| Sub-CPMK6 | Understanding the meaning of language |
| Sub-CPMK7 | Understanding what speakers mean |
| Sub-CPMK8 | Understanding the language in text and conversation |
| Sub-CPMK9 | understanding all materials from meet 1 to 8 |
| Sub-CPMK10 | Understanding the language history and change |
| Sub-CPMK11 | Understanding the process of first and second language acquisition |
| Sub-CPMK12 | Investigate the influence of sociolinguistic factors in language |
| Sub-CPMK13 | Investigate the influence of sociolinguistic factors in language |
| Sub-CPMK14 | Investigate the influence of sociolinguistic factors in language |
| Sub-CPMK15 | Applying linguistic concepts and ideas effectively through written and oral manuscript |
| Sub-CPMK16 | understanding all materials from meet 10 to 15 |

**Deskripsi Singkat MK**: This subject discusses the origin of language and introduces basic concept of linguistic branches and their functions. The lecture is initiated with the explanation on the study of sound that covers sound production, three labels of phoneme. Other lectures address more complex field, namely: linguistics as a scientific study of language, characteristics of language, phonology, morphology, syntax, semantics, language change,

**Pustaka**

**Utama :**


1. Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.
2. Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press
3. Yule, G. 2010. The Study of Language (4th ed). Cambridge: Cambridge University Press.


**Pendukung :**

**Dosen Pengampu**: Lisetyo Ariyanti, S.S., M.Pd.
Ayunita Leliana, S.S., M.Pd.
Fariq Shiddiq Tasaufy, S.S., M.Hum.
Cicilia Deandra Maya Putri, S.Hum., M.A.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Understanding what the language is | The students are able to 1. map the phenomena (divine source, natural sound source, the physical adaptation source, the genetic souce) in the origin of language 2. distinguish human language and animal language 3. explain how human use language | **Kriteria:**<br>1.Score is based on the number of correct answer<br>2.10<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | presentation, discussion, question-answer Reading guide 3 X 50 | | **Materi:** the definition of the language<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.* | 5% |
| 2 | Understanding the conceptual foundation of linguistic knowledge | 1.The student are able to illustrate the knowledge of sound system, words, sentences, grammar<br>2.explain the area of linguistics | **Kriteria:**<br>1.Scoring based on the right answer<br>2.(10)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecture Group discussion Exercises done in class presentation 3 X 50 | | **Materi:** conceptual foundation of linguistic knowledge<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.* | 5% |

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| **3** | Understanding the sounds of language | 1.The students are able todistinguish consonant, vowel and diphtongs<br>2.explain the sound pattern of language | **Kriteria:**<br>1.Scoring based on the right number<br>2.(10)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecture Group discussion<br>Exercises done in class<br>3 X 50 | | **Materi:** sounds of language<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.* | 5% |
| **4** | Understanding the words of language | The students are able to 1. distinguish content and function word 2. explain the minimal units of meaning 3. explain the rules of word formation | **Kriteria:**<br>Score based on the right number<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecture Discussion group<br>Exercises done in class<br>3 X 50 | | **Materi:** word of language<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.* | 5% |
| **5** | Understanding Phrases and Sentences | 1.The students are able todistinguish the analysis among traditional approach, the perscriptive approach, descriptive approach and generative grammar, Systemic Functional Grammar<br>2.find a spesific examples of each approach | **Kriteria:**<br>1.Based on the right answers<br>2.(10)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecture Group Discussion<br>Exercises done in class<br>3 X 50 | | **Materi:** phrases and sentences<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.* | 5% |
| **6** | Understanding the meaning of language | The students are able to 1. distinguish between conceptual and associative meaning 2. distinguish sense and reference 3. explain semantic features 4. illustrate the types of lexical relation | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecture Group Discussion<br>Exercises done in class<br>3 X 50 | | **Materi:** meaning of language<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.* | 2% |
| **7** | Understanding what speakers mean | 1.The students are able todistinguish deixis, reference, inference and anaphora<br>2.explain presupposition, speech act<br>3.distinguish the negative and positive face | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecture Reading Guide Group Discussion Exercises done in class<br>3 X 50 | | **Materi:** semantics<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.* | 5% |
| **8** | Understanding the language in text and conversation | The students are able to 1. Explain cohesion, coherence and speech event in a text 2. Explain the elements of conversation analysis | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecture Reading Guide Group Discussion Exercises done in class<br>3 X 50 | | **Materi:** language in text and conversation<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.* | 5% |
| **9** | understanding all materials from meet 1 to 8 | 1.Students are able to define the concept oflanguage<br>2.linguistics<br>3.sounds<br>4.words<br>5.phrases and sentences<br>6.the meaning of language | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Tes | written test<br>3 X 50 | | **Materi:** language, linguistic, sounds, word, phrases, sentence, and the meaning of language<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th ed). Australia: Wadsworth, Cenage Learning.* | 20% |
| **10** | Understanding the language history and change | 1.The students are able toExplain the sound correspondence in a language and genetically related language<br>2.Illustrate a phonological change, morphological, syntatic, lexical, and semantic change in a language<br>3.Illustrate words in related languages that developed from same ancestral root. | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecture Reading Guide Group Discussion Exercises done in class<br>3 X 50 | | **Materi:** language history and change<br>**Pustaka:** *Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press* | 2% |
| **11** | Understanding the process of first and second language acquisition | able to understand the process of first and second language acquisition | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecture Reading Guide Group Discussion Exercises done in class | | **Materi:** first and second language acquisition<br>**Pustaka:** *Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press* | 2% |

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| **12** | Investigate the influence of sociolinguistic factors in language | able to distinguish sociolinguistic factors in language such as social class, ethnicity, and gender, on language variation and change | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecture Reading Guide Group Discussion Exercises done in class | | **Materi:** the influence of sociolinguistic factors in language<br>**Pustaka:** *Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press* | 2% |
| **13** | Investigate the influence of sociolinguistic factors in language | able to understand the principles of pragmatics | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecture Reading Guide Group Discussion Exercises done in class | | **Materi:** Understanding pragmatics<br>**Pustaka:** *Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press* | 2% |
| **14** | Investigate the influence of sociolinguistic factors in language | able to understand the different linguistic theories and approaches | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecture Reading Guide Group Discussion Exercises done in class | | **Materi:** linguistic theories and approaches<br>**Pustaka:** *Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press* | 2% |
| **15** | Applying linguistic concepts and ideas effectively through written and oral manuscript | able to apply linguistic concepts and ideas effectively through written and oral manuscript | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecture Reading Guide Group Discussion Exercises done in class | | **Materi:** linguistic theories and approaches<br>**Pustaka:** *Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press*<br><br>**Materi:** linguistic concepts and ideas<br>**Pustaka:** *Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press* | 3% |
| **16** | understanding all materials from meet 10 to 15 | 1.pragmatics<br>2.linguistic concepts | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Tes | written test | | **Materi:** pragmatics and linguistic concepts<br>**Pustaka:** *Radford, Andrew et al. 2012. Linguistics: An Introduction (2nd ed). UK: Cambridge: Cambridge University Press* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 46% |
| 2. | Praktik / Unjuk Kerja | 1.5% |
| 3. | Tes | 52.5% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Introduction To Literature | 7920203096 | Mata Kuliah Wajib Program Studi | T=3 | P=0 | ECTS=4.77 | 2 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Drs. Much. Koiri, M.Si | Dr. Ali Mustofa, S.S., M.Pd. | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| Model Pembelajaran | Case Study | |
| Capaian Pembelajaran (CP) | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to analyze the selected literary works by using intrinsic/extrinsic elements of fiction. | |
| | CPMK 1.A | Being able to identify intrinsic and extrinsic elements of literary genres (short story, poetry, drama). |
| | CPMK 1.B | Being able to compare head-to-head the use of intrinsic elements in two different literary genres (short story, poetry, drama). |
| | CPMK 1.C | Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres. |
| | 2. Being able to produce reflective and analytical notes on the selected literary works. | |
| | CPMK 2.A | Being able to create reflective notes on students' understanding of the selected literary works. |
| | CPMK 2.B | Being able to produce a short analytical essay on a certain issue concerning the selected literary |
| | 3. Being able to respond to the presentation of the selected literary works orally. | |
| | CPMK 3.A | Being able to identify intrinsic and extrinsic elements of literary genres (short story, poetry, drama). |
| | CPMK 3.B | Being able to compare head-to-head the use of intrinsic elements in two different literary genres (short story, poetry, drama). |
| | CPMK 3.C | Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres. |
| | CPMK 3.D | Being able to create reflective notes on students' understanding of the selected literary works. |
| | CPMK 3.E | Being able to produce a short analytical essay on a certain issue concerning the selected literary |
| | CPMK 3.F | Being able to deliver an oral presentation on the given task using appropriate English. |
| | 4. Being able to respect in thought, expression, and intellectual engagement to differences of opinions and personal response. | |
| | CPMK 4.A | Being able to respond to others' presentation in English using an appropriate manner. |
| | CPMK 4.B | Being able to show acceptance to teachers' and peer feedbacks |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to identify intrinsic and extrinsic elements in literary genres (short story, poetry, drama). |
| | Sub-CPMK2 | Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres. |
| | Sub-CPMK3 | Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres. |
| | Sub-CPMK4 | Being able to compare head-to-head the use of intrinsic elements in two different literary genres (short story, poetry, drama). |
| | Sub-CPMK5 | Being able to deliver an oral presentation on the given task using appropriate English. |
| | Sub-CPMK6 | Being able to respond to others' presentation in English using an appropriate manner. |
| | Sub-CPMK7 | Being able to create reflective notes on students' understanding of the selected literary works. |
| | Sub-CPMK8 | Being able to show acceptance to teachers' and peer feedbacks. |
| | Sub-CPMK9 | : Being able to identify intrinsic and extrinsic elements of literary genres (short story, poetry, drama). |
| | Sub-CPMK10 | Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres. |
| | Sub-CPMK11 | Being able to compare head-to-head the use of intrinsic elements in two different literary genres (short story, poetry, drama). |
| | Sub-CPMK12 | Being able to deliver an oral presentation on the given task using appropriate English. |
| | Sub-CPMK13 | Being able to respond to others' presentation in English using an appropriate manner |
| | Sub-CPMK14 | Being able to create reflective notes on students' understanding of the selected literary works. |
| | Sub-CPMK15 | Being able to show acceptance to teachers' and peer feedbacks. |
| | Sub-CPMK16 | Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres. |
| | Sub-CPMK17 | Being able to produce a short analytical essay on a certain issue concerning the selected literary |
| | Sub-CPMK18 | Being able to identify intrinsic and extrinsic elements in literary genres (short story, poetry, drama). |
| | Sub-CPMK19 | Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres. |
| | Sub-CPMK20 | Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres. |
| | Sub-CPMK21 | Being able to compare head-to-head the use of intrinsic elements in two different literary genres (short story, poetry, drama). |
| | Sub-CPMK22 | Being able to deliver an oral presentation on the given task using appropriate English. |
| | Sub-CPMK23 | Being able to respond to others' presentation in English using an appropriate manner. |
| | Sub-CPMK24 | Being able to create reflective notes on students' understanding of the selected literary works. |
| | Sub-CPMK25 | Being able to show teachers' and peer feedbacks. |
| | Sub-CPMK26 | Being able to compare head-to-head the use of intrinsic elements in two different literary genres (short story, poetry, drama). |
| | Sub-CPMK27 | Being able to produce a short analytical essay on a certain issue concerning the selected literary. |
| Deskripsi Singkat MK | The course assists the students of English to understand the very nature of literature in general. It also undercovers intrinsic and extrinsic elements of literary works. The course provides students the opportunity to use literary elements in analysing prose/fiction, poetry, and drama. This subject uses a case study of learning. | |
| Pustaka | **Utama :** | |
| | 1. 1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.<br>2. 2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers. | |
| | **Pendukung :** | |
| | 1. . Journals<br>2. handouts | |
| Dosen Pengampu | Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.<br>Uci Elly Kholidah, S.S., M.A. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|

| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
|---|---|---|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Being able to identify intrinsic and extrinsic elements in literary genres (short story, poetry, drama). | Answer all oral questions in class discussion about intrinsic elements | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment : Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline: The strategies used in the session are: lecturing, sharing discussion<br>3 X 50 | | **Materi:** ● What is literature ● Intrinsic and Extrinsic Elements of literary works<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** What is literature ● Intrinsic and Extrinsic Elements of literary works<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 3% |
| 2 | Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres. | Answer all oral questions in class discussion about intrinsic elements | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: lecturing, sharing discussion<br>3 X 50 | | **Materi:** Analysis of fiction: John Galsworthy's Quality (1)<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Analysis of fiction: John Galsworthy's Quality (1)<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 3% |
| 3 | Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres. | Answer all oral & written questions in class discussion about identify intrinsic elements | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: lecturing, sharing discussion<br>3 X 50 | | **Materi:** Analysis of fiction: John Galsworthy's Quality (2)<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Analysis of fiction: John Galsworthy's Quality (2)<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 4% |
| 4 | 1.Being able to compare head-to-head the use of intrinsic elements in two different literary genres (short story, poetry, drama).<br>2.Being able to deliver an oral presentation on the given task using appropriate English.<br>3.Being able to respond to others' presentation in English using an appropriate manner. | Compare 2 elements of fiction. Presentation. Accurate grammar and oral fluency | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment : Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: problem-based, sharing discussion<br>3 X 50 | | **Materi:** Analysis of fiction: Guy de Maupassant's The Jewels<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Analysis of fiction: Guy de Maupassant's The Jewels<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 4% |

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|---|---|---|---|---|---|---|---|
| **5** | 1.Being able to create reflective notes on students' understanding of the selected literary works.<br>2.Being able to show acceptance to teachers' and peer feedbacks. | Answer 3 questions on reflection. Acceptance to feedback | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment : Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: problem-based, sharing discussion, reflective practice<br>3 X 50 | | **Materi:** Analysis of fiction: WW Jacobs's Monkey's Paw<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Analysis of fiction: WW Jacobs's Monkey's Paw<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 4% |
| **6** | : Being able to identify intrinsic and extrinsic elements of literary genres (short story, poetry, drama). | Answer all oral questions in class discussion about intrinsic elements of poetry | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment : Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline: The strategies used in the session are: lecturing, sharing discussion<br>3 X 50 | | **Materi:** Poetry: Intrinsic and extrinsic elements of poetry: Robert Frost's "Stopping by Woods on a Snowy Evening"<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Poetry: Intrinsic and extrinsic elements of poetry: Robert Frost's "Stopping by Woods on a Snowy Evening"<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 3% |
| **7** | Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres. | Answer all written & oral questions in class discussion about extrinsic elements | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment : Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: lecturing, sharing discussion<br>3 X 50 | | **Materi:** Intrinsic Analysis of poetry: Robert Frost's "Stopping by Woods on a Snowy Evening"<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Intrinsic Analysis of poetry: Robert Frost's "Stopping by Woods on a Snowy Evening"<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 4% |

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| **8** | 1.Being able to compare head-to-head the use of intrinsic elements in two different literary genres (short story, poetry, drama).<br>2.Being able to deliver an oral presentation on the given task using appropriate English.<br>3.Being able to respond to others' presentation in English using an appropriate manner | Compare 2 elements of fiction. Group presentation. Accurate grammar and oral fluency | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment : Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Offline: The strategies used in the session are: problem-based, sharing discussion<br>3 X 50 | | **Materi:** Analysis of poetry: Edgar Allan Poe's "Annabel Lee" & Robert Burns's "Red, Red Rose."<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Analysis of poetry: Edgar Allan Poe's "Annabel Lee" & Robert Burns's "Red, Red Rose."<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 4% |
| **9** | 1.Being able to create reflective notes on students' understanding of the selected literary works.<br>2.Being able to show acceptance to teachers' and peer feedbacks. | Answer questions on reflection. Acceptance to feedback. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: problem-based, sharing discussion, reflective practice<br>3 X 50 | | **Materi:** Analysis of poetry: Robert Frost's "The Road Not Taken" and reflection.<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Analysis of poetry: Robert Frost's "The Road Not Taken" and reflection.<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 4% |
| **10** | 1.Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres.<br>2.Being able to produce a short analytical essay on a certain issue concerning the selected literary | Answer all the given written questions. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Summative test, participation.<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategy used in the mid-term exam is individual's analytical essay on issues covered in the first half of the semester<br>3 X 50 | | **Materi:** Midterm Exam Questions on analysis and analytical essay<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Midterm Exam Questions on analysis and analytical essay<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 20% |
| **11** | Being able to identify intrinsic and extrinsic elements in literary genres (short story, poetry, drama). | Answer all oral questions in class discussion about intrinsic-extrinsic elements of drama | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment : Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: lecturing, sharing discussion, presentation Q-A<br>3 X 50 | | **Materi:** Drama: Intrinsic-Extrinsic Elements of drama and how to analyze.<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Drama: Intrinsic-Extrinsic Elements of drama and how to analyze.<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 3% |

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| **12** | Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres. | Answer all written & oral questions in class discussion about intrinsic-extrinsic elements of drama | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment : Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline: The strategies used in the session are: lecturing, sharing discussion, presentation Q-A<br>3 X 50 | | **Materi:** Appreciation of a drama: Eugene O'Neill's "Ile" (1)<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Appreciation of a drama: Eugene O'Neill's "Ile" (1)<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 3% |
| **13** | Being able to analyze a given literary work by using intrinsic and extrinsic elements of literary genres. | Answer all written & oral questions in class discussion about intrinsic-extrinsic elements of drama | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment : Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: lecturing, sharing discussion, presentation Q-A<br>3 X 50 | | **Materi:** Appreciation of a drama: Eugene O'Neill's "Ile" (2)<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Appreciation of a drama: Eugene O'Neill's "Ile" (2)<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 4% |
| **14** | 1.Being able to compare head-to-head the use of intrinsic elements in two different literary genres (short story, poetry, drama).<br>2.Being able to deliver an oral presentation on the given task using appropriate English.<br>3.Being able to respond to others' presentation in English using an appropriate manner. | Compare 2 elements of fiction. Group presentation. Accurate grammar and oral fluency | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: lecturing, sharing discussion, presentation Q-A<br>3 X 50 | | **Materi:** Analysis of a Drama: Anton Chekhov "The Boor" (1)<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Analysis of a Drama: Anton Chekhov "The Boor" (1)<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 4% |
| **15** | 1.Being able to create reflective notes on students' understanding of the selected literary works.<br>2.Being able to show teachers' and peer feedbacks. | Answer questions on reflection. Acceptance to feedback. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: lecturing, sharing discussion, presentation Q-A<br>3 X 50 | | **Materi:** Analysis of a Drama: Anton Chekhov "The Boor" (2)<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Analysis of a Drama: Anton Chekhov "The Boor" (2)<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 3% |

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| **16** | 1.Being able to compare head-to-head the use of intrinsic elements in two different literary genres (short story, poetry, drama).<br>2.Being able to produce a short analytical essay on a certain issue concerning the selected literary. | Answer all the given written questions. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Summative test, participation.<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Tes | Offline: The strategies used in the session are: individual analysis and analytical essay on some issues covered in the second half of the semester<br>3 X 50 | | **Materi:** Final exam Questions on element comparison and analytical essay<br>**Pustaka:** *1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson Longman.*<br><br>**Materi:** Final exam Questions on element comparison and analytical essay<br>**Pustaka:** *2. Kennedy, X.J & Dana, Gioaio. 1995. Literature: Introduction to Fiction, Poetry, and Drama. New York: Harper Collins College Publishers.* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 21% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 62% |
| 3. | Penilaian Portofolio | 1% |
| 4. | Praktik / Unjuk Kerja | 1% |
| 5. | Tes | 15% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Public Speaking | 7920202172 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 2 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Ephrilia Noor Fitriana, S.Hum., M.Hum. dan Uci Elly Kholidah, S.S., M.A. | Cicilia Deandra Maya Putri, S.Hum., M.A. | Dr. Ali Mustofa, S.S., M.Pd. |

**Model Pembelajaran:** Project Based Learning

**Capaian Pembelajaran (CP)**

| CPL-PRODI yang dibebankan pada MK | |
|---|---|
| **1. Sikap** | |
| CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| **2. Keterampilan Umum** | |
| CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| **3. Keterampilan Khusus** | |
| **4. Pengetahuan** | |
| **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| 1. Being able to demonstrate prepared speeches (Informative, Demonstrative, and persuasive presentation) and Impromptu speech both formally and informally regarding various issues | |
| CPMK 1.A | Being able to explain the importance of speech delivery, speech delivery methods, and types of speeches using correct grammar |
| CPMK 1.B | Being able to categorize key issues in effective speech delivery using correct grammar |
| CPMK 1.C | Being able to analyse the steps in organizing an effective speech |
| CPMK 1.D | Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site |
| CPMK 1.E | Being able to create an impromptu speech using their knowledge of public speaking effectively on-site or off-site |
| 2. Being able to demonstrate the use of appropriate grammar, communication style, and intelligible pronunciation in delivering speeches. | |
| CPMK 2.A | Being able to explain the importance of speech delivery, speech delivery methods, and types of speeches using correct gramma |
| CPMK 2.B | Being able to categorize key issues in effective speech delivery using correct grammar |
| CPMK 2.C | Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix |
| CPMK 2.D | Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site |
| 3. Being able to formulate their standpoint without discarding other students' ideas. | |
| CPMK 3.A | Being able to analyse the steps in organizing an effective speech |
| CPMK 3.B | Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix |
| CPMK 3.C | Being able to examine others' presentations including giving questions and feedbacks effectively |
| CPMK 3.D | Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site |
| CPMK 3.E | Being able to create an impromptu speech using their knowledge of public speaking effectively on-site or off-site |
| **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| Sub-CPMK1 | Being able to explain the importance of speech delivery, speech delivery methods, and types of speeches using correct grammar |
| Sub-CPMK2 | Being able to explain the importance of speech delivery, speech delivery methods, and types of speeches using correct grammar |
| Sub-CPMK3 | Being able to categorize key issues in effective speech delivery using correct grammar |
| Sub-CPMK4 | Being able to summarize the steps in organizing an effective speech` |
| Sub-CPMK5 | Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix |
| Sub-CPMK6 | Being able to examine others' presentations including giving questions and feedbacks effectively |
| Sub-CPMK7 | Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site |
| Sub-CPMK8 | Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix |
| Sub-CPMK9 | Being able to examine others' presentations including giving questions and feedbacks effectively |
| Sub-CPMK10 | Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site |
| Sub-CPMK11 | Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix |
| Sub-CPMK12 | Being able to examine others' presentations including giving questions and feedbacks effectively |
| Sub-CPMK13 | Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site |
| Sub-CPMK14 | Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix |
| Sub-CPMK15 | Being able to examine others' presentations including giving questions and feedbacks effectively |
| Sub-CPMK16 | Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site |
| Sub-CPMK17 | Being able to examine others' presentations including giving questions and feedbacks effectively |
| Sub-CPMK18 | Being able to analyse the steps in organizing effective speech |
| Sub-CPMK19 | Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix |
| Sub-CPMK20 | Being able to examine others' presentations including giving questions and feedbacks effectively |
| Sub-CPMK21 | Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site |
| Sub-CPMK22 | Being able to analyse the steps in organizing effective speech |
| Sub-CPMK23 | Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix |
| Sub-CPMK24 | Being able to examine others' presentations including giving questions and feedbacks effectively |
| Sub-CPMK25 | Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site |
| Sub-CPMK26 | Being able to create an impromptu speech using their knowledge of public speaking effectively on-site or off-site |
| Sub-CPMK27 | Being able to create an impromptu speech using their knowledge of public speaking effectively on-site or off-site |
| Sub-CPMK28 | Being able to examine others' presentations including giving questions and feedbacks effectively |
| Sub-CPMK29 | Being able to create an impromptu speech using their knowledge of public speaking effectively on-site or off-site |

**Deskripsi Singkat MK:** This subject is specifically designed to give students an opportunity to develop and strengthen skills in presenting public oral presentations in a variety of situations where English is the medium of communication. The presentations are in the form of impromptu and prepared speeches (informative, persuasive, demonstrative, special occasion, etc.). The subject provides students with a basic background in the theories and principles of public speaking, as well as practical experience. The emphasis put on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous and competent speakers of English. All teaching learning activities are conducted through lecturing, discussion and presentation. This course uses Project-Based method of learning.

**Pustaka**

**Utama :**


1. Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc
2. Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.


**Pendukung :**


1. Sprague, J., Stuart, D., &Bodary, D. (2010). The speaker's handbook (10th ed). Belmont, CA: Thomson/Wadsworth


**Dosen Pengampu:** Diana Budi Darma, S.S., M.Pd.
Uci Elly Kholidah, S.S., M.A.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Being able to explain the importance of speech delivery, speech delivery methods, and types of speeches using correct grammar | 1. Identify the importance of speech delivery<br>2. Identify the difference of each type of prepared and Impromptu speeches<br>3. To recall examples of the speech delivery from video clip, | **Kriteria:**<br>Spoken, Observation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturing, Discussion, Question and answer<br>2 X 50 | Lecturing, Discussion, Question and answer<br>2 X 50 | **Materi:** Identify the importance of speech delivery using the correct grammar<br>**Pustaka:** *Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc*<br><br>**Materi:** The Importance of Speech Delivery<br>**Pustaka:** *Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc* | 5% |
| 2 | Being able to explain the importance of speech delivery, speech delivery methods, and types of speeches using correct grammar | Identify the methods of speech delivery using correct grammar | **Kriteria:**<br>Written, Rubric (Content & grammar)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | Lecturing, group discussion, question and answer, group assignment: Write the importance of speech delivery and the difference among each type of prepared speeches along with methods. It must be written in the correct grammar.<br>2 X 50 | Lecturing, group discussion, question and answer, group assignment: Write the importance of speech delivery and the difference among each type of prepared speeches along with methods. It must be written in the correct grammar.<br>2 X 50 | **Materi:** Methods of speech delivery<br>**Pustaka:** | 5% |
| 3 | Being able to categorize key issues in effective speech delivery using correct grammar | Point out key issues in effective speech delivery | **Kriteria:**<br>Spoken (Presentation), Rubric (content, graphics, attractiveness, mechanics, citations)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Lecturing, discussion, question and answer, Assignment: Make an infographic of key issues in effective speech delivery in groups of 4 and explain each issue. The infographic must be grammatically error free.<br>2 X 50 | Lecturing, discussion, question and answer, Assignment: Make an infographic of key issues in effective speech delivery in groups of 4 and explain each issue. The infographic must be grammatically error free.<br>2 X 50 | **Materi:** Key issues in effective speech delivery<br>**Pustaka:** *Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc* | 5% |
| 4 | Being able to summarize the steps in organizing an effective speech` | Synthesize the steps in organizing an effective speech | **Kriteria:**<br>Written, Critical Reflection Rubric<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Lecturing, group discussion, question and answer<br>2 X 50 | Lecturing, group discussion, question and answer<br>2 X 50 | **Materi:** Steps in organizing a speech, Reflective Practice<br>**Pustaka:** *Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.* | 5% |
| 5 | 1. Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix<br>2. Being able to examine others' presentations including giving questions and feedbacks effectively<br>3. Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site | 1. Prepare an informative presentation matrix, story board, and script on general issues involving clear standpoints and effective rhetoric<br>2. Perform an effective informative speech confidently<br>3. Evaluate others' works including giving questions and feedbacks in a group discussion effectively | **Kriteria:**<br>Video Product (Project) Form: -Matrix Assessment Rubric -Rubric (Project Assessment)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Project-Based Method;<br>Learning Mode: Offline learning<br><br>Learning Method: Project-Based Method<br>Phase 1:<br>-Introducing the concept of informative speech and conceptualizing the Informative Speech matrix (Abstract conceptualization)<br>-Asking students to make a 3-minute informative video (group-based of 4) uploaded in Instagram reel/Tik Tok (Abstract conceptualization)<br>Phase 2:<br>-Choosing topics, formulating, and designing an outline of informative speech using matrix presentation (Conducted by students-Active experimentation)<br>-Conceptualizing video content, drafting the storyboard and the script. (Active experimentation)<br>Phase 3:<br>-Reviewing (group-based review: Each group gives responses to others) matrix presentation, script, and story board. (Finalized by the lecturer-concrete experience)<br>Phase 4:<br>-Submitting matrix presentation and story board (Active experimentation)<br>-Making 3-minute informative video which shows subtitles, captions, and other details to support viewers' understanding (Concrete experience)<br>-Submitting the informative video (Concrete experience)<br>2 X 50 | Learning Method: Project-Based Method<br>Phase 1:<br>-Introducing the concept of informative speech and conceptualizing the Informative Speech matrix (Abstract conceptualization)<br>-Asking students to make a 3-minute informative video (group-based of 4) uploaded in Instagram reel/Tik Tok (Abstract conceptualization)<br>Phase 2:<br>-Choosing topics, formulating, and designing an outline of informative speech using matrix presentation (Conducted by students-Active experimentation)<br>-Conceptualizing video content, drafting the storyboard and the script. (Active experimentation)<br>Phase 3:<br>-Reviewing (group-based review: Each group gives responses to others) matrix presentation, script, and story board. (Finalized by the lecturer-concrete experience)<br>Phase 4:<br>-Submitting matrix presentation and story board (Active experimentation)<br>-Making 3-minute informative video which shows subtitles, captions, and other details to support viewers' understanding (Concrete experience)<br>-Submitting the informative video (Concrete experience)<br>2 X 50 | **Materi:** The concept of Informative Speech,The example of Informative Speech, Informative Speech matrix<br>**Pustaka:** *Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc* | 10% |

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| **6** | 1.Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix<br>2.Being able to examine others' presentations including giving questions and feedbacks effectively<br>3.Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site | 1.Prepare an informative presentation matrix, story board, and script on general issues involving clear standpoints and effective rhetoric<br>2.Perform an effective informative speech confidently<br>3.Evaluate others' works including giving questions and feedbacks in a group discussion effectively | **Kriteria:**<br>Video Product (Project) Form: -Matrix Assessment Rubric -Rubric (Project Assessment)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Project-Based Method;<br>Learning Mode: Offline learning<br><br>Learning Method: Project-Based Method<br>Phase 1:<br>-Introducing the concept of informative speech and conceptualizing the Informative Speech matrix (Abstract conceptualization)<br>-Asking students to make a 3-minute informative video (group-based of 4) uploaded in Instagram reel/Tik Tok (Abstract conceptualization)<br>Phase 2:<br>-Choosing topics, formulating, and designing an outline of informative speech using matrix presentation (Conducted by students-Active experimentation)<br>-Conceptualizing video content, drafting the storyboard and the script. (Active experimentation)<br>Phase 3:<br>-Reviewing (group-based review: Each group gives responses to others) matrix presentation, script, and story board. (Finalized by the lecturer-concrete experience)<br>Phase 4:<br>-Submitting matrix presentation and story board (Active experimentation)<br>-Making 3-minute informative video which shows subtitles, captions, and other details to support viewers' understanding (Concrete experience)<br>-Submitting the informative video (Concrete experience)<br>2 X 50 | Learning Method: Project-Based Method<br>Phase 1:<br>-Introducing the concept of informative speech and conceptualizing the Informative Speech matrix (Abstract conceptualization)<br>-Asking students to make a 3-minute informative video (group-based of 4) uploaded in Instagram reel/Tik Tok (Abstract conceptualization)<br>Phase 2:<br>-Choosing topics, formulating, and designing an outline of informative speech using matrix presentation (Conducted by students-Active experimentation)<br>-Conceptualizing video content, drafting the storyboard and the script. (Active experimentation)<br>Phase 3:<br>-Reviewing (group-based review: Each group gives responses to others) matrix presentation, script, and story board. (Finalized by the lecturer-concrete experience)<br>Phase 4:<br>-Submitting matrix presentation and story board (Active experimentation)<br>-Making 3-minute informative video which shows subtitles, captions, and other details to support viewers' understanding (Concrete experience)<br>-Submitting the informative video (Concrete experience)<br>2 X 50 | **Materi:** The concept of Informative Speech,The example of Informative Speech, Informative Speech matrix<br>**Pustaka:** *Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc* | 10% |
| **7** | 1.Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix<br>2.Being able to examine others' presentations including giving questions and feedbacks effectively<br>3.Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site | 1.Prepare an informative presentation matrix, story board, and script on general issues involving clear standpoints and effective rhetoric<br>2.Perform an effective informative speech confidently<br>3.Evaluate others' works including giving questions and feedbacks in a group discussion effectively | **Kriteria:**<br>Video Product (Project) Form: -Matrix Assessment Rubric -Rubric (Project Assessment)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Project-Based Method;<br>Learning Mode: Offline learning<br><br>Learning Method: Project-Based Method<br>Phase 1:<br>-Introducing the concept of informative speech and conceptualizing the Informative Speech matrix (Abstract conceptualization)<br>-Asking students to make a 3-minute informative video (group-based of 4) uploaded in Instagram reel/Tik Tok (Abstract conceptualization)<br>Phase 2:<br>-Choosing topics, formulating, and designing an outline of informative speech using matrix presentation (Conducted by students-Active experimentation)<br>-Conceptualizing video content, drafting the storyboard and the script. (Active experimentation)<br>Phase 3:<br>-Reviewing (group-based review: Each group gives responses to others) matrix presentation, script, and story board. (Finalized by the lecturer-concrete experience)<br>Phase 4:<br>-Submitting matrix presentation and story board (Active experimentation)<br>-Making 3-minute informative video which shows subtitles, captions, and other details to support viewers' understanding (Concrete experience)<br>-Submitting the informative video (Concrete experience)<br>2 X 50 | Learning Method: Project-Based Method<br>Phase 1:<br>-Introducing the concept of informative speech and conceptualizing the Informative Speech matrix (Abstract conceptualization)<br>-Asking students to make a 3-minute informative video (group-based of 4) uploaded in Instagram reel/Tik Tok (Abstract conceptualization)<br>Phase 2:<br>-Choosing topics, formulating, and designing an outline of informative speech using matrix presentation (Conducted by students-Active experimentation)<br>-Conceptualizing video content, drafting the storyboard and the script. (Active experimentation)<br>Phase 3:<br>-Reviewing (group-based review: Each group gives responses to others) matrix presentation, script, and story board. (Finalized by the lecturer-concrete experience)<br>Phase 4:<br>-Submitting matrix presentation and story board (Active experimentation)<br>-Making 3-minute informative video which shows subtitles, captions, and other details to support viewers' understanding (Concrete experience)<br>-Submitting the informative video (Concrete experience)<br>2 X 50 | **Materi:** The concept of Informative Speech,The example of Informative Speech, Informative Speech matrix<br>**Pustaka:** *Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc* | 10% |

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| **8** | 1.Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix<br>2.Being able to examine others' presentations including giving questions and feedbacks effectively<br>3.Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site | 1.Prepare an informative presentation matrix, story board, and script on general issues involving clear standpoints and effective rhetoric<br>2.Perform an effective informative speech confidently<br>3.Evaluate others' works including giving questions and feedbacks in a group discussion effectively | **Kriteria:**<br>Video Product (Project) Form: -Matrix Assessment Rubric -Rubric (Project Assessment)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Project-Based Method;<br>Learning Mode: Offline learning<br><br>Learning Method: Project-Based Method<br>Phase 1:<br>-Introducing the concept of informative speech and conceptualizing the Informative Speech matrix (Abstract conceptualization)<br>-Asking students to make a 3-minute informative video (group-based of 4) uploaded in Instagram reel/Tik Tok (Abstract conceptualization)<br>Phase 2:<br>-Choosing topics, formulating, and designing an outline of informative speech using matrix presentation (Conducted by students-Active experimentation)<br>-Conceptualizing video content, drafting the storyboard and the script. (Active experimentation)<br>Phase 3:<br>-Reviewing (group-based review: Each group gives responses to others) matrix presentation, script, and story board. (Finalized by the lecturer-concrete experience)<br>Phase 4:<br>-Submitting matrix presentation and story board (Active experimentation)<br>-Making 3-minute informative video which shows subtitles, captions, and other details to support viewers' understanding (Concrete experience)<br>-Submitting the informative video (Concrete experience)<br>2 X 50 | Learning Method: Project-Based Method<br>Phase 1:<br>-Introducing the concept of informative speech and conceptualizing the Informative Speech matrix (Abstract conceptualization)<br>-Asking students to make a 3-minute informative video (group-based of 4) uploaded in Instagram reel/Tik Tok (Abstract conceptualization)<br>Phase 2:<br>-Choosing topics, formulating, and designing an outline of informative speech using matrix presentation (Conducted by students-Active experimentation)<br>-Conceptualizing video content, drafting the storyboard and the script. (Active experimentation)<br>Phase 3:<br>-Reviewing (group-based review: Each group gives responses to others) matrix presentation, script, and story board. (Finalized by the lecturer-concrete experience)<br>Phase 4:<br>-Submitting matrix presentation and story board (Active experimentation)<br>-Making 3-minute informative video which shows subtitles, captions, and other details to support viewers' understanding (Concrete experience)<br>-Submitting the informative video (Concrete experience)<br>2 X 50 | **Materi:** The concept of Informative Speech,The example of Informative Speech, Informative Speech matrix<br>**Pustaka:** *Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc* | 10% |
| **9** | Being able to examine others' presentations including giving questions and feedbacks effectively | Compare and contrast to others' experiences of completing the project | **Kriteria:**<br>Criteria: Spoken & Written, Form: Critical Reflection Rubric<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Phase 5:<br>-Having watched the video<br>-Giving personal reflection on the experience of completing the project (Individual Reflection-Reflective Observation)<br>2 X 50 | Phase 5:<br>-Having watched the video<br>-Giving personal reflection on the experience of completing the project (Individual Reflection-Reflective Observation)<br>2 X 50 | **Materi:** Reflective Practice<br>**Pustaka:** *Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc* | 5% |
| **10** | 1.Being able to analyse the steps in organizing effective speech<br>2.Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix | Prepare a demonstrative presentation matrix on general issues involving clear standpoints and effective rhetoric | **Kriteria:**<br>Criteria: Written Form: Matrix assessment Rubric<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Learning Method: Lecturing, discussion, question and answer<br><br>Assignment:<br>Compose a demonstrative presentation matrix (Individual)<br>2 X 50 | Learning Method: Lecturing, discussion, question and answer<br><br>Assignment:<br>Compose a demonstrative presentation matrix (Individual)<br>2 X 50 | **Materi:** The concept of demonstrative speech,The example of demonstrative speech, Designing demonstrative speech matrix<br>**Pustaka:** *Sprague, J., Stuart, D., &Bodary, D. (2010). The speaker's handbook (10th ed). Belmont, CA: Thomson/Wadsworth* | 5% |
| **11** | 1.Being able to examine others' presentations including giving questions and feedbacks effectively<br>2.Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site | 1.Perform an effective demonstrative speech confidently<br>2.Evaluate others' presentations | **Kriteria:**<br>Criteria: Spoken (Presentation) Form: Rubric (Purpose, Content, Language), Critical reflection rubric<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Learning Method: Presentation, discussion, question and answer<br>Assignment:<br>-Demonstrative Speech (Individual Presentation)<br>-Review on students' presentations (Peer-reviewed)<br>2 X 50 | Learning Method: Presentation, discussion, question and answer<br>Assignment:<br>-Demonstrative Speech (Individual Presentation)<br>-Review on students' presentations (Peer-reviewed)<br>2 X 50 | **Materi:** Demonstrative Speech<br>**Pustaka:** *Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc* | 5% |
| **12** | 1.Being able to analyse the steps in organizing effective speech<br>2.Being able to organize their standpoints towards general issues involving rhetoric in presentation matrix | Prepare a persuasive presentation matrix on general issues involving clear standpoints and effective rhetoric | **Kriteria:**<br>Criteria: Written Form: Matrix assessment Rubric<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Learning Method: Lecturing, discussion, question and answer<br>Assignment:<br>Compose a persuasive presentation matrix (Individual)<br>2 X 50 | Learning Method: Lecturing, discussion, question and answer<br>Assignment:<br>Compose a persuasive presentation matrix (Individual)<br>2 X 50 | **Materi:** Persuasive Speech<br>**Pustaka:** *Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.* | 5% |
| **13** | 1.Being able to examine others' presentations including giving questions and feedbacks effectively<br>2.Being able to create prepared speeches (Informative, persuasive, demonstrative presentation) using their knowledge of public speaking effectively on-site or off-site | Perform an effective persuasive speech confidently | **Kriteria:**<br>Criteria: Spoken (Presentation), Form: Rubric (Purpose, Content, Language), Critical reflection rubric<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Learning Method: Presentation, discussion, question and answer<br>Assignment:<br>-Persuasive Speech (Individual Presentation)<br>-Review on students' presentations (Peer-reviewed)<br>2 X 50 | Learning Method: Presentation, discussion, question and answer<br>Assignment:<br>-Persuasive Speech (Individual Presentation)<br>-Review on students' presentations (Peer-reviewed)<br>2 x 50 | **Materi:** Persuasive speech (Performance)<br>**Pustaka:** *Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.* | 5% |

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| **14** | Being able to create an impromptu speech using their knowledge of public speaking effectively on-site or off-site | Estimate the topics and contents of impromptu speech | **Kriteria:**<br>Criteria: Spoken Form: Observation<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Learning Method: Presentation, discussion, question and answer<br>Assignment:<br>-Preparing 10 topics of impromptu speech<br>2 X 50 | Learning Method: Presentation, discussion, question and answer<br>Assignment:<br>-Preparing 10 topics of impromptu speech<br>2 X 50 | **Materi:** The concept of Impromptu Speech, The example of Impromptu Speech<br>**Pustaka:** *Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc* | 5% |
| **15** | Being able to create an impromptu speech using their knowledge of public speaking effectively on-site or off-site | Estimate the topics and contents of impromptu speech | **Kriteria:**<br>Criteria: Spoken Form: Observation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | Learning Method: Presentation, discussion, question and answer<br>Assignment:<br>-Preparing 10 topics of impromptu speech<br>2 X 50 | Learning Method: Presentation, discussion, question and answer<br>Assignment:<br>-Preparing 10 topics of impromptu speech<br>2 X 50 | **Materi:** The concept of Impromptu Speech, The example of Impromptu Speech<br>**Pustaka:** *Osborn, M., Osborn, S., and Osborn, R. (2017). Public Speaking (11th ed.). USA: Pearson Education, Inc* | 4% |
| **16** | 1.Being able to examine others' presentations including giving questions and feedbacks effectively<br>2.Being able to create an impromptu speech using their knowledge of public speaking effectively on-site or off-site | Perform an effective impromptu speech confidently | **Kriteria:**<br>Criteria: Spoken (Presentatio n) Form: Rubric (Purpose, Content, Language), Critical reflection rubric<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Learning Method: Presentation, discussion, question and answer<br>Assignment:<br>-Impromtu Speech (Individual Presentation)<br>-Review on students' presentations (Peer-reviewed)<br>2 X 50 | Learning Method: Presentation, discussion, question and answer<br>Assignment:<br>-Impromtu Speech (Individual Presentation)<br>-Review on students' presentations (Peer-reviewed)<br>2 X 50 | **Materi:** The concept of Impromptu Speech, The example of Impromptu Speech, Impromptu speech performance, Reflection practice<br>**Pustaka:** *Hale, John R. (2010). Lessons from The Greatest Speeches in History. Virginia: The Great Courses.* | 5% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 15.5% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 38.84% |
| 3. | Penilaian Portofolio | 16.34% |
| 4. | Praktik / Unjuk Kerja | 28.34% |
| | | 99.02% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Argumentative Writing | 7920202278 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 3 | 16 September 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Dr. Widyastuti, S.S., M.Pd. ; Silvy Cinthia Adelia, S.S., M.A. ; Diana Budi Darma, S.S., M.Pd. ; Mamik Tri Wedawati, S.S., M.Pd. | Dr. Widyastuti, S.S., M.Pd. ; Silvy Cinthia Adelia, S.S., M.A. ; Diana Budi Darma, S.S., M.Pd. ; Mamik Tri Wedawati, S.S., M.Pd. | Dr. Ali Mustofa, S.S., M.Pd. |

**Model Pembelajaran**: Project Based Learning

**Capaian Pembelajaran (CP)**

| CPL-PRODI yang dibebankan pada MK | |
|---|---|
| **1. Sikap** | |
| CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| **2. Keterampilan Umum** | |
| CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| **3. Keterampilan Khusus** | |
| CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| **4. Pengetahuan** | |
| **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| 1. Being able to understand the principles of argumentative writing | |
| CPMK 1.A | Being able to understand the concept of argumentative writing as persuasive writing |
| CPMK 1.B | Being able to identify and evaluate arguments |
| CPMK 1.C | Being able to analyze the arguments that is suitable for topic |
| CPMK 1.D | Being able to construct clear, coherent, and well-structured arguments |
| 2. Being able to provide factual support as evidence in the argumentative writing | |
| CPMK 2.A | Being able to understand on how using facts as evidence |
| CPMK 2.B | Being able to analyze the construction on how using facts |
| CPMK 2.C | Being able to evaluate evidence to determine their credibility, relevance, and reliability in supporting an argument |
| 3. Being able to understand the concept on using other types of evidence | |
| CPMK 3.A | Being able to comprehend the types of evidence based on reasoning, the experts, and common experience |
| CPMK 3.B | Being able to incorporate counter examples into the arguments to strengthen the ideas |
| CPMK 3.C | Being able to analyze the construction on using other types of evidence |
| 4. Being able to implement the concept on organizing and writing an argument | |
| CPMK 4.A | Being able to implement the concept on organizing and writing a position statement |
| CPMK 4.B | Being able to execute the concept on organizing and writing clarifying remarks |
| CPMK 4.C | Being able to improve the overall quality of the argumentative writing, including grammar, punctuation, and organization |
| CPMK 4.D | Being able to participate in peer review and critique sessions to improve the writing skills |
| CPMK 4.E | Being able to to present the arguments persuasively through oral communication, such as debates or presentations |
| **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| Sub-CPMK1 | Being able to understand the concept of argumentative writing as persuasive writing |
| Sub-CPMK2 | Being able to implement the concept of argumentative writing as persuasive writing |
| Sub-CPMK3 | Being able to understand, implement, and analyze the opinions that is suitable for topic |
| Sub-CPMK4 | Being able to understand on how using facts including recognizing facts, and using facts as evidence |
| Sub-CPMK5 | Being able to implement on how using facts including recognizing facts, and using facts as evidence |
| Sub-CPMK6 | Being able to analyze the construction on how using facts |
| Sub-CPMK7 | Being able to understand the concept on using other types of evidence, including opinions based on reasoning, opinions of experts, and opinions based on common experience |
| Sub-CPMK8 | Being able to implement the concept on using other types of evidence, including opinions based on reasoning, opinions of experts, and opinions based on common experience |
| Sub-CPMK9 | Being able to analyze the construction on using other types of evidence, including opinions based on reasoning, opinions of experts, and opinions based on common experience |
| Sub-CPMK10 | Being able to understand the concept on organizing and writing an argument especially in writing a position statement and writing clarifying remarks |
| Sub-CPMK11 | Being able to implement the concept on organizing and writing an argument especially in writing a position statement and writing clarifying remarks |
| Sub-CPMK12 | Being able to analyze the construction of writing writing a position statement and writing clarifying remarks |
| Sub-CPMK13 | Being able to implement the construction on building evidence through opinions based on reasoning, opinions of experts, and opinions based on common experience |
| Sub-CPMK14 | Being able to propose a particular topic that is feasible to write the arguments based on the several evidences |
| Sub-CPMK15 | Being able to develop a detailed outline of the argumentative project, including the introduction, body, and conclusion |
| Sub-CPMK16 | Being able to develop a detailed outline of the argumentative project, including the introduction, body, and conclusion |
| Sub-CPMK17 | Being able to participate in peer review and critique sessions to improve the writing skills |
| Sub-CPMK18 | Being able to write the first draft of the argumentative project, following the established outline |
| Sub-CPMK19 | Being able to focus on clarity, coherence, and persuasiveness in the writing |
| Sub-CPMK20 | Being able to develop a clear and debatable thesis statement that serves as the foundation for the argument |
| Sub-CPMK21 | Being able to focus on clarity, coherence, and persuasiveness in the writing |
| Sub-CPMK22 | Being able to organize the body of the argument logically, with each section dedicated to a specific aspect of the argument |
| Sub-CPMK23 | Being able to develop well-reasoned counterarguments and rebuttals within the project |
| Sub-CPMK24 | Being able to ensure the project addresses opposing viewpoints effectively |
| Sub-CPMK25 | Being able to cite sources properly and maintain academic integrity |
| Sub-CPMK26 | Being able to use peer feedback to revise and refine the project structure and argument |
| Sub-CPMK27 | Being able to compose an original argumentative text on a preferred topic using appropriate grammar and mechanics |

**Deskripsi Singkat MK**: This course provides practical knowledge of productive skill; writing argumentative which concern the detail in the unity, coherence, content rich, arguments, data, and facts. It covers the paraphrasing, synthesizing, writing argument, citing method. In this course, students also learn how to (1) selecting topics, (2) using facts, (3) using other types of evidence, (4) organizing and writing an argument, (6) revising arguement , and (7) constructing the content on the basis of useful realibility of sources and critical thinking.

**Pustaka**

**Utama :**


1. Brown, Ann Cole, Jeffrey Nilson, Fran Weber Shaw, Richard A. Weldon . 1984. Houghton Mifflin English. Grammar and Composition. Sixth Course . Boston, USA: Houghton Mifflin Company.
2. Coe, Norman et al . 1986. Writing Skills . London: Cambridge University Press.
3. Kiszner, Laurie G. dan Stephen R. Mandell . 1983. Patterns for College Writing: A Rhetorical Reader and Guide . New York: St. Martin's.
4. Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.


**Pendukung :**

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|---|---|
| | 1. Journals |
| **Dosen Pengampu** | Dr. Widyastuti, S.S., M.Pd.<br>Silvy Cinthia Adelia, S.S., M.A. |

| **Mg Ke-** | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | **Penilaian** | | **Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]** | | **Materi Pembelajaran [ Pustaka ]** | **Bobot Penilaian (%)** |
|---|---|---|---|---|---|---|---|
| | | **Indikator** | **Kriteria & Bentuk** | **Luring (*offline*)** | **Daring (*online*)** | | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** |
| **1** | 1.Being able to understand the concept of argumentative writing as persuasive writing<br>2.Being able to implement the concept of argumentative writing as persuasive writing | The students are able to indicate persuasive writing preview 2. select a topic 3. recognize opinions 4. select an opinion & a writing topic 5. suit your topic to audience | **Kriteria:**<br>Arrange random paragraphs correctly related to the concept of argumentative writing as persuasive writing<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Lecturing Discussion<br>Question and answer session<br>Writing Practice<br>2 X 50 | | **Materi:**<br>Understanding the concept of argumentative writing<br>**Pustaka:** *Coe, Norman et al . 1986. Writing Skills . London: Cambridge University Press.* | 2% |
| **2** | Being able to understand, implement, and analyze the opinions that is suitable for topic | The students are able to show the opinions 2. construct opinions and 3. state topic based on the analyzed opinions | **Kriteria:**<br>Being able to answer the questions given in the classroom<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Learning Discussion<br>Question and answer session<br>Writing practice<br>2 X 50 | | **Materi:**<br>Understanding the concept of argumentative writing<br>**Pustaka:** *Coe, Norman et al . 1986. Writing Skills . London: Cambridge University Press.* | 3% |
| **3** | 1.Being able to understand on how using facts including recognizing facts, and using facts as evidence<br>2.Being able to implement on how using facts including recognizing facts, and using facts as evidence | The students are able to use facts especially to recognizing facts and using facts as evidence | **Kriteria:**<br>1.Depth of reflection<br>2.Grammar and mechanics<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Lecturing Discussion<br>Writing Practice<br>Individual assignment on page 367<br>2 X 50 | | **Materi:**<br>Understanding on how using facts<br>**Pustaka:** *Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.* | 3% |
| **4** | Being able to analyze the construction on how using facts | The students are able to construct on how to use facts especially to recognizing facts and using facts as evidence. | **Kriteria:**<br>Being able to analyze on how using facts in argumentative text<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Lecturing Discussion<br>Demonstration<br>Writing Practice<br>2 X 50 | | **Materi:**<br>Construction on how using facts<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell . 1983. Patterns for College Writing: A Rhetorical Reader and Guide . New York: St. Martin's.* | 3% |
| **5** | 1.Being able to understand the concept on using other types of evidence, including opinions based on reasoning, opinions of experts, and opinions based on common experience<br>2.Being able to implement the concept on using other types of evidence, including opinions based on reasoning, opinions of experts, and opinions based on common experience | 1.The students are able to indicate the structure of persuasive writing in giving evidence especially in building opinions<br>2.The students are able to give examples for the use of language of persuasive writing in giving evidence especially in building opinions<br>3.The students are able to implement the structure of persuasive writing in giving evidence especially in building opinions<br>4.The students are able to implement the language use of persuasive writing in giving evidence especially in building opinions | **Kriteria:**<br>1.Depth of Reflection<br>2.Connection to common experience<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Lecturing Discussion<br>Writing Practice<br>2 X 50 | | **Materi:** Types of evidence<br>**Pustaka:** *Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.* | 3% |
| **6** | Being able to analyze the construction on using other types of evidence, including opinions based on reasoning, opinions of experts, and opinions based on common experience | The students are able to analyze the use of persuasive writing in giving evidence especially in building opinions | **Kriteria:**<br>1.Depth of Reflection<br>2.Connection to common experience<br>3.The structure of persuasive writing<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja | Lecturing Discussion<br>Writing Practice<br>Individual assignment<br>2 X 50 | | **Materi:**<br>Construction on using types of evidence<br>**Pustaka:** *Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.* | 3% |

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| **7** | 1.Being able to understand the concept on organizing and writing an argument especially in writing a position statement and writing clarifying remarks<br>2.Being able to implement the concept on organizing and writing an argument especially in writing a position statement and writing clarifying remarks<br>3.Being able to analyze the construction of writing writing a position statement and writing clarifying remarks | 1.The students are able to indicate the concept on organizing and writing an argument especially in writing a position statement and writing clarifying remarks<br>2.The students are able to give examples on writing a position statement and writing clarifying remarks<br>3.The students are able to implement the structure of writing a position statement and writing clarifying remarks<br>4.The students are able to analyze the implementation writing a position statement and writing clarifying remarks | **Kriteria:**<br>1.Depth of Reflection<br>2.Accuracy of writing<br>3.The concept on organizing argumentative writing<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Lecturing Discussion<br>Demonstration<br>Writing practice<br>2 X 50 | | **Materi:** Organizing and writing a position statement and writing clarifying remarks<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell . 1983. Patterns for College Writing: A Rhetorical Reader and Guide . New York: St. Martin's.* | 5% |
| **8** | Being able to implement the construction on building evidence through opinions based on reasoning, opinions of experts, and opinions based on common experience | The students are able to construct evidence for a topic through opinions based on reasoning, opinions of experts, and opinions based on common experience | **Kriteria:**<br>1.The evidence from reasoning<br>2.opinions of experts<br>3.opinions based on common experience<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Writing Practice<br>Individual assignment<br>2 X 50 | | **Materi:** How to build evidence through opinions<br>**Pustaka:** *Brown, Ann Cole, Jeffrey Nilson, Fran Weber Shaw, Richard A. Weldon . 1984. Houghton Mifflin English. Grammar and Composition. Sixth Course . Boston, USA: Houghton Mifflin Company.* | 20% |
| **9** | 1.Being able to propose a particular topic that is feasible to write the arguments based on the several evidences<br>2.Being able to develop a detailed outline of the argumentative project, including the introduction, body, and conclusion | 1.The students are able to create a well-structured and persuasive argumentative essay on a chosen topic<br>2.The students are able to demonstrate proficiency in all aspects of argumentative writing covered in the course<br>3.The students are able to write the detailed outline for the argumentative project | **Kriteria:**<br>1.Content with title and theme<br>2.Accuracy of writing procedure<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | Individual project<br>Teacher's feedback<br>2 X 50 | | **Materi:** How to understanding the procedure in writing argumentative text<br>**Pustaka:** *Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.* | 10% |
| **10** | 1.Being able to develop a detailed outline of the argumentative project, including the introduction, body, and conclusion<br>2.Being able to participate in peer review and critique sessions to improve the writing skills | 1.The students are able to create a well-structured and persuasive argumentative essay on a chosen topic<br>2.The students are able to provide constructive feedback on classmates' arguments | **Kriteria:**<br>1.Content with title and theme<br>2.Accuracy of writing procedure<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Individual project<br>Teacher's feedback<br>Peer feedback<br>2 X 50 | | **Materi:** How to understanding the procedure in writing argumentative text<br>**Pustaka:** *Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.* | 3% |
| **11** | 1.Being able to write the first draft of the argumentative project, following the established outline<br>2.Being able to focus on clarity, coherence, and persuasiveness in the writing | 1.The students are able to use a clear and compelling introduction that engages the audience and presents the thesis statement<br>2.The students are able to revise the project based on the teacher's feedback | **Kriteria:**<br>1.Depth or clarity of content<br>2.The coherence of the content<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Individual project<br>Teacher's feedback<br>2 X 50 | | **Materi:** How to write the first draft of argumentative writing skills<br>**Pustaka:** *Coe, Norman et al . 1986. Writing Skills . London: Cambridge University Press.* | 3% |
| **12** | 1.Being able to develop a clear and debatable thesis statement that serves as the foundation for the argument<br>2.Being able to focus on clarity, coherence, and persuasiveness in the writing | The students are able to write the thesis statement that serves as the foundation for the argument | **Kriteria:**<br>1.Depth or clarity of content<br>2.The coherence of the content<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Individual project<br>Teacher's feedback<br>2 X 50 | | **Materi:** How to write the thesis statement<br>**Pustaka:** *Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.* | 3% |

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| **13** | Being able to organize the body of the argument logically, with each section dedicated to a specific aspect of the argument | The students are able to write the body of the argument text based on the aspect of argument | **Kriteria:**<br>1.Depth or clarity of content<br>2.The coherence of the content<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Individual project<br>2 X 50 | | **Materi:** Aspect of argumentative writing<br>**Pustaka:** *Coe, Norman et al . 1986. Writing Skills . London: Cambridge University Press.*<br><br>**Materi:** Aspects of argumentative writing<br>**Pustaka:** *Coe, Norman et al . 1986. Writing Skills . London: Cambridge University Press.* | 3% |
| **14** | 1.Being able to develop well-reasoned counterarguments and rebuttals within the project<br>2.Being able to ensure the project addresses opposing viewpoints effectively | The students are able to use the potential counterarguments related to the chosen topic | **Kriteria:**<br>1.Content with title and theme<br>2.Accuracy of writing procedure<br>3.Depth or clarity of content<br>4.The coherence of the content<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Individual project<br>Teacher's feedback<br>Monitoring students' participation and article development<br>2 X 50 | | **Materi:** How to develop counterarguments and rebuttals<br>**Pustaka:** *Brown, Ann Cole, Jeffrey Nilson, Fran Weber Shaw, Richard A. Weldon . 1984. Houghton Mifflin English. Grammar and Composition. Sixth Course . Boston, USA: Houghton Mifflin Company.* | 3% |
| **15** | 1.Being able to cite sources properly and maintain academic integrity<br>2.Being able to use peer feedback to revise and refine the project structure and argument | The students are able to evaluate sources for credibility, relevance, and reliability | **Kriteria:**<br>Relevant content with the sources in the argumentative text<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Individual project<br>Teacher's feedback<br>Monitoring students' participation<br>and article development<br>2 X 50 | | **Materi:** How to cite the sources correctly<br>**Pustaka:** *Coe, Norman et al . 1986. Writing Skills . London: Cambridge University Press.* | 3% |
| **16** | Being able to compose an original argumentative text on a preferred topic using appropriate grammar and mechanics | The students are able to write an original argumentative article using appropriate structure, grammar, and mechanic | **Kriteria:**<br>1.Content with title and theme<br>2.Accuracy of writing procedure<br>3.Depth/clarity of content<br>4.Appropriate mechanics<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Individual project<br>Teacher's feedback<br>Monitoring students' participation<br>and article development<br>2 X 50 | | **Materi:** Relevant journals<br>**Pustaka:** *Journals* | 30% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 10.33% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 61% |
| 3. | Penilaian Portofolio | 15.5% |
| 4. | Praktik / Unjuk Kerja | 3.5% |
| 5. | Tes | 9.67% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Critical Reading | 7920202036 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 3 | 1 September 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Ayunita Leliana, S.S, M.Pd | Ephrilia Noor Fitriana, S.Hum., M.Hum | Dr. Ali Mustofa, S.S., M.Pd. |

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| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | CPL 4.B | Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. students are able to Develop the ability to read and understand a wide range of texts, including complex and challenging materials | |
| | 2. students are able to Enhance critical thinking skills by analyzing and evaluating the content, arguments, and evidence presented in written texts | |
| | 3. students are able to Learn to interpret and make inferences from texts, including identifying implied meanings, subtext, and authorial intent | |
| | 4. students are able to synthesize information from multiple texts to form a comprehensive understanding of a topic or issue | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Understanding the differences between reading and critical reading |
| | Sub-CPMK2 | To use speed reading strategy |
| | Sub-CPMK3 | To apply note-taking |
| | Sub-CPMK4 | To apply note-taking |
| | Sub-CPMK5 | To describe assumption and its characteristics |
| | Sub-CPMK6 | To describe assumption and its characteristics |
| | Sub-CPMK7 | To interpret and make inferences from texts, including identifying implied meanings, subtext, and authorial intent |
| | Sub-CPMK8 | To define claim |
| | Sub-CPMK9 | To define claim |
| | Sub-CPMK10 | To describe the characteristics of the argument |
| | Sub-CPMK11 | To describe the characteristics of the argument |
| | Sub-CPMK12 | To use C-E-R (Claim - Evidence - Reasoning) |
| | Sub-CPMK13 | To use C-E-R (Claim - Evidence - Reasoning) |
| | Sub-CPMK14 | To use some steps in summary drawing |
| | Sub-CPMK15 | To use some steps in summary drawing |
| | Sub-CPMK16 | To use some steps in summary drawing |
| **Deskripsi Singkat MK** | This subject assists students to develop the critical thinking skills and to cultivate a critical response and reasoned point of view as basis for argument through the various genres of text the students read at university level. The materials covers (1) how to examine the evidence or arguments presented, (2) how to check out any influences on the evidence or arguments,(3) how to check out the limitation of focus, how to examine assumption or implications made and (4) what extent the students are prepared to accept the author & amprsquos arguments, opinion, or conclusions. The students will also be required to respond to texts in written responses (summary, critical review and annotated bibliography). The classroom activities are conducted through group activities and classroom assignments. | |
| **Pustaka** | **Utama :** | |
| | 1. Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express<br>2. Barnet, Sylvan & Bedau, H. 2014. Critical Thinking, Reading and Writing: A brief guide to argument. Boston:Bedford/St.Martins<br>3. Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments.Hampshire: Palgrave MacMillan<br>4. Fairbairn, G. J., & Fairbairn, S. A. 2001. Reading at university: A guide for students. Buckingham: Open University Press.<br>5. Mickulecky, Beatrice S. 1996. Advanced reading Power. New York: Pearson Education | |
| | **Pendukung :** | |
| **Dosen Pengampu** | Ayunita Leliana, S.S., M.Pd. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Understanding the differences between reading and critical reading | The students are able to distinguish the purpose, the activity, the focus, the questions, the direction and the response of reading from those of critical reading | **Kriteria:**<br>Score is based on the number of correct answer<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecture Group<br>Group Discussion<br>Exercise<br>2 X 50 | Online via zoom<br>Lecture group<br>Students do the exercise are given<br>2 x 50 | **Materi:** The differences between reading and critical reading<br>**Pustaka:** *Barnet, Sylvan & Bedau, H. 2014. Critical Thinking, Reading and Writing: A brief guide to argument. Boston:Bedford/St.Martins* | 3% |
| 2 | To use speed reading strategy | 1.To perform the application of speed reading strategy<br>2.To measure reading speed based on the reading purposes | **Kriteria:**<br>students are able to note some strategies for speed reading<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Speech Class Discussion<br>Small Group Discussion<br>2 X 50 | | **Materi:** Strategies for speed reading<br>**Pustaka:** *Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express* | 3% |
| 3 | To apply note-taking | To demonstrate the prescribed note-taking method | **Kriteria:**<br>Students show the ability to create their own note-taking sheet<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Speech Class Discussion<br>Small Group Discussion<br>2 X 50 | | **Materi:** None<br>**Pustaka:** *Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express* | 2% |

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|---|---|---|---|---|---|---|---|
| **4** | To apply note-taking | To demonstrate the prescribed note-taking method | **Kriteria:**<br>Students show the ability to create their own note-taking sheet<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | Speech Class Discussion<br>Small Group Discussion<br>2 X 50 | | **Materi:** Note-taking<br>**Pustaka:** *Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express* | 3% |
| **5** | To describe assumption and its characteristics | · To identify assumption · To perform making assumtion | **Kriteria:**<br>Students show ability in analysing assumptions<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | Speech Class Discussion<br>Small Group Discussion<br>2 X 50 | | **Materi:** Assumption<br>**Pustaka:** *Fairbairn, G. J., & Fairbairn, S. A. 2001. Reading at university: A guide for students. Buckingham: Open University Press.* | 3% |
| **6** | To describe assumption and its characteristics | · To identify assumption · To perform making assumtion | **Kriteria:**<br>Students show ability in analysing assumptions<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Speech Class Discussion<br>Small Group Discussion<br>2 X 50 | | **Materi:** Assumption<br>**Pustaka:** *Mickulecky, Beatrice S. 1996. Advanced reading Power. New York: Pearson Education* | 3% |
| **7** | To interpret and make inferences from texts, including identifying implied meanings, subtext, and authorial intent | Students show understanding in the given material | **Kriteria:**<br>Students show understanding in the given material<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | | Online Test<br>2 X 50 | **Materi:** Interpret and make inferences from texts, including identifying implied meanings, subtext, and authorial intent<br>**Pustaka:** *Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express* | 3% |
| **8** | To define claim | · To identify claim · To perform making claim | **Kriteria:**<br>BCO<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Tes | Speech Class Discussion<br>Small Group Discussion<br>2 X 50 | | **Materi:** Claim<br>**Pustaka:** *Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments.Hampshire: Palgrave MacMillan* | 20% |
| **9** | To define claim | · To identify claim · To perform making claim | **Kriteria:**<br>BCO<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Speech Class Discussion<br>Small Group Discussion<br>2 X 50 | | **Materi:** Claim<br>**Pustaka:** *Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments.Hampshire: Palgrave MacMillan* | 3% |
| **10** | To describe the characteristics of the argument | · To identify argument · To perform making argument | **Kriteria:**<br>students' understanding based on indikator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | · Speech · Class discussion · Small group discussion<br>2 X 50 | | **Materi:** Developing effective analysis<br>**Pustaka:** *Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments.Hampshire: Palgrave MacMillan* | 3% |
| **11** | To describe the characteristics of the argument | · To identify argument · To perform making argument | **Kriteria:**<br>Based on students' understanding and their performance<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | · Speech · Class discussion · Small group discussion<br>2 X 50 | | **Materi:** Developing effective arguments<br>**Pustaka:** *Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments.Hampshire: Palgrave MacMillan* | 3% |
| **12** | To use C-E-R (Claim - Evidence - Reasoning) | · To identify C-E-R · To perform making C-E-R | **Kriteria:**<br>Based on students' result<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Speech Class Discussion<br>Small Group Discussion<br>2 X 50 | | **Materi:** Claim, evidence, and reasoning<br>**Pustaka:** *Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express* | 5% |
| **13** | To use C-E-R (Claim - Evidence - Reasoning) | · To identify C-E-R · To perform making C-E-R | **Kriteria:**<br>Based on students' understanding and their performance<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Speech Class Discussion<br>Small Group Discussion<br>2 X 50 | | **Materi:** Claim, evidence, and reasoning<br>**Pustaka:** *Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express* | 5% |
| **14** | To use some steps in summary drawing | To make some steps in summary drawing | **Kriteria:**<br>Based on students' result<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | · Speech · Class discussion · Small group discussion<br>2 X 50 | | **Materi:** Some steps in summary drawing<br>**Pustaka:** *Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express* | 5% |
| **15** | To use some steps in summary drawing | To make summary | **Kriteria:**<br>Based on students' result<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | · Speech · Class discussion · Small group discussion<br>2 X 50 | | **Materi:** Some steps in summary drawing<br>**Pustaka:** *Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express* | 5% |
| **16** | To use some steps in summary drawing | To make summary | **Kriteria:**<br>Based on students' result<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | · Speech · Class discussion · Small group discussion<br>2 X 50 | | **Materi:** Some steps in summary drawing<br>**Pustaka:** *Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|

| | | |
|---|---|---|
| 1. | Aktifitas Partisipasif | 33.01% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 34.51% |
| 3. | Penilaian Portofolio | 12% |
| 4. | Praktik / Unjuk Kerja | 3.34% |
| 5. | Tes | 16.17% |
| | | 99.03% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| English Morphology and Syntax | 7920203272 | Mata Kuliah Wajib Program Studi | T=3 | P=0 | ECTS=4.77 | 3 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Dr. Dian Rivia Himmawati, S.S, M.Hum | Dr. Dian Rivia Himmawati, S.S.,M.Hum | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Project Based Learning** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | **2. Keterampilan Umum** | |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to communicate and collaborate with peers to analyze and solve English morphology and syntax-related problems | |
| | 2. Being able to apply theoretical concepts English Morphology and Syntax to analyse and interpret word formation process and sentence structure | |
| | 3. Being able to utilize linguistic theories to asses the impact of morphological and syntatical variations on meaning and communication accross different contexts. | |
| | 4. Being able to produce clear and coherent presentation and written reports that demonstrate an understanding of English Morphology and Syntax concepts, supported by evidence and critical reasoning. | |
| | 5. Being able to comprehend and produce English Morphology and Syntax analysis in a product | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to identify a word and its parts: morphemes, roots, affixes and their shapes and describe how these processes contribute to the structure and meaning words |
| | Sub-CPMK2 | Being able to apply and analyse different processes of word formation, such as derivation, and inflection, and describe how these processes contribute to the structure and meaning words. |
| | Sub-CPMK3 | Being able to apply and analyse different processes of compounding, and describe how these processes contribute to the structure and meaning words. |
| | Sub-CPMK4 | Being able to apply and analyse different processes of word formation (non affixation) and describe how these processes contribute to the structure and meaning words. |
| | Sub-CPMK5 | Being able to apply syntactic theories to analyse diagram structures, demonstrating an understanding of phrase structure rules, sentence constituents, and syntactic dependencies |
| | Sub-CPMK6 | Being able to apply syntactic theories to analyse diagram structures, demonstrating an understanding of phrase structure rules, sentence constituents, and syntactic dependencies |
| | Sub-CPMK7 | Being able to use morphological and syntactical analysis to interpret text, applying theoretical knowledge to real-world linguistic issues. |
| | Sub-CPMK8 | Being able to apply the understanding of morphology and syntax concepts to analyse text or spoken discours |
| | Sub-CPMK9 | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. |
| | Sub-CPMK10 | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. |
| | Sub-CPMK11 | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. |
| | Sub-CPMK12 | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. |
| | Sub-CPMK13 | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. |
| | Sub-CPMK14 | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. |
| | Sub-CPMK15 | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. |
| | Sub-CPMK16 | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. |
| **Deskripsi Singkat MK** | This course aims to provide students with critical analytical skills that are essential for linguistics and related fields, fostering a deeper appreciation for language diversity and complexity. Topics include word formation processes, morphemes, sentence structure, syntactic categories, and their social implications. The course utilizes lectures, interactive discussions, and hands-on activities, encouraging active engagement through real-world examples and collaborative exercises. Assessment methods include exams, class participation to evaluate understanding and application of concepts, and collaborative projects to explore practical applications of morphology and syntax, fostering teamwork and real-world relevance. This course aligns with SDG 4 (Quality Education) by promoting linguistic diversity, and SDG 10 (Reduced Inequalities) by addressing language and identity . By the end of the course, students will critically analyze English language structures and their impact. | |
| **Pustaka** | **Utama :** | |
| | 1. Harley, Heidi. 2006. English Words.Oxford: Blackwell Publishing<br>2. McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.<br>3. Miller, Jim. 2002. An Introduction to English Syntax. Edinburg: Edinburg University Press<br>4. Sobin, Nicholas, 2011. Syntatic Analysis The Basics. West Sussex: Willey Blackwell.<br>5. Fromkin, V., Rodman, R. and Hyams, N. 2011. An Introduction to Language. 9th ed. USA: Heinle<br>6. Mattielo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica<br>7. Lieber, R. 2009. Introducing Morphology. Cambridge: Cambridge University Press<br>8. Mattielo, E . 2013. Extra-grammatical Morphology in English. Berlin: Hubert & Co<br>9. Plag, Ingo. 2018 Word Formation in English. Cambridge: Cambridge University Press | |
| | **Pendukung :** | |
| **Dosen Pengampu** | Dr. Dian Rivia Himmawati, S.S., M.Hum.<br>Fariq Shiddiq Tasaufy, S.S., M.Hum. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | Being able to identify a word and its parts: morphemes, roots, affixes and their shapes and describe how these processes contribute to the structure and meaning words | 1. Students provide a precise and accurate definition of bound morphemes and free morphemes, distinguishing clearly between them.<br>2. Students accurately identify roots and affixes in a range of words, demonstrating a deep understanding of their shapes and functions.<br>3. Students demonstrate a thorough understanding of how affixation changes word structure, providing clear and accurate examples<br>4. Students accurately explain how affixation affects word meaning, including nuanced changes and providing multiple examples. | **Kriteria:**<br>1. Written task (1-100)<br>2. Answering questions (1-5)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing<br>Hands-on Activity<br>Discussion and Reflection<br>3 X 50 | Individual assignment<br>Hands-on Activity | **Materi:** A word and its parts: root affixes and their shapes<br>**Pustaka:** *McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.*<br><br>**Materi:** Pre- and Suf-fix-es: Engl-ish Morph-o-log-y<br>**Pustaka:** *Harley, Heidi. 2006. English Words.Oxford: Blackwell Publishing* | 2% |
| **2** | Being able to apply and analyse different processes of word formation, such as derivation, and inflection, and describe how these processes contribute to the structure and meaning words. | 1. Students will clearly define derivation and explain how it involves adding prefixes or suffixes to a base word to create a new word with a different meaning or grammatical function.<br>2. Students will apply derivational affixes to base words to form new words and explain the change in meaning or grammatical function.<br>3. Students will define inflection and explain how it modifies a word to express different grammatical features such as tense, number, or case without changing the word's core meaning.<br>4. Students will correctly inflect base words to show grammatical variations and describe the effect on the word's function in a sentence.<br>5. Students will examine how each word formation process contributes to the overall meaning and grammatical function of words in context.<br>6. Students can accurately apply the conversion process to base words, demonstrating how the word's function and meaning change with its new grammatical category.<br>7. Students can analyze sentences or texts to identify instances of conversion and describe how this process impacts the meaning and grammatical role of the word within the context. | **Kriteria:**<br>1. Written task (1-100)<br>2. Answering Questions (1-5)<br>3. Group Discussion (1-5)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing<br>Group Discussion<br>Presentation<br>3 X 50 | | **Materi:** A word and its forms: inflection<br>**Pustaka:** *McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.*<br><br>**Materi:** A word and its relatives: derivation<br>**Pustaka:** *McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.*<br><br>**Materi:** Lexeme formation: the familiar<br>**Pustaka:** *Lieber, R. 2009. Introducing Morphology. Cambridge: Cambridge University Press* | 2% |

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|---|---|---|---|---|---|---|---|
| **3** | Being able to apply and analyse different processes of compounding, and describe how these processes contribute to the structure and meaning words. | 1. Students will define compounding and explain how it involves combining two or more base words to create a new word with a distinct meaning.<br>2. Students will create new compound words from existing base words and explain the new word's meaning based on the combination.<br>3. Students will identify and label the processes of compounding in given words, explaining how each process affects the word's structure and meaning. | **Kriteria:**<br>1. Written task (1-100)<br>2. Answering Questions (1-5)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing<br>Group Discussion<br>Hands-0n Activities<br>3 X 50 | Individual work<br>Discussion | **Materi:** Compound words, blends, and phrasal words<br>**Pustaka:** *McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.*<br><br>**Materi:** Lexeme formation: the familiar<br>**Pustaka:** *Lieber, R. 2009. Introducing Morphology. Cambridge: Cambridge University Press* | 2% |
| **4** | Being able to apply and analyse different processes of word formation (non affixation) and describe how these processes contribute to the structure and meaning words. | 1. Student clearly defines blending and explains how it involves merging parts of two or more words to create a new word with a distinct meaning.<br>2. Student forms new blended words and explains their meanings based on the combination.<br>3. Student clearly defines clipping and explains how it involves shortening a longer word to create a new, abbreviated form.<br>4. Student creates clipped forms of longer words and explains their meanings.<br>5. Student clearly defines acronyms and explains how they are formed from the initial letters of a phrase to create a new word.<br>6. Student forms new acronyms and explains their meanings based on the initial letters of phrases.<br>7. Student can differentiate between acronyms and initialisms and apply the correct pronunciation for each.<br>8. Student recognizes reduplicative forms and understand their usage in different contexts.<br>9. Student can identify and understand the relationship between the original word and its backformed counterpart.<br>10. Student uses backformed words appropriately in sentences and understand their grammatical function.<br>11. Student can produce backformed words from given terms and understand the derivational process. | **Kriteria:**<br>Answering Question (1-100)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing<br>Group Discussion<br>Hands-on Activities<br>3 X 50 | Discussion<br>Individual Work | **Materi:** Lexeme formation: the familiar<br>**Pustaka:** *Lieber, R. 2009. Introducing Morphology. Cambridge: Cambridge University Press*<br><br>**Materi:** Where do Words come from<br>**Pustaka:** *Harley, Heidi. 2006. English Words.Oxford: Blackwell Publishing*<br><br>**Materi:** Abbreviation, Blends, Reduplication, Minor Phenomena<br>**Pustaka:** *Mattielo, E . 2013. Extra-grammatical Morphology in English. Berlin: Hubert & Co* | 2% |

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|---|---|---|---|---|---|---|---|
| **5** | Being able to apply syntactic theories to analyse diagram structures, demonstrating an understanding of phrase structure rules, sentence constituents, and syntactic dependencies | 1. Students can accurately create syntactic diagrams, such as tree diagrams or dependency diagrams, based on syntactic theories (e.g., X-bar theory, dependency grammar).<br>2. Students apply theoretical constructs, such as phrase structure rules and syntactic categories (e.g., NP, VP, PP), correctly in their diagrams<br>3. Students correctly identify and apply phrase structure rules to generate syntactic structures<br>4. Students can form and identify various types of phrases (NPs, VPs, PPs) based on the rules of phrase structure, showing how different elements combine to form larger units.<br>5. Students can explain how specific phrase structure rules are applied in their analysis and how these rules help in forming grammatical structures. | **Kriteria:**<br>1. Practical Assignment<br>2. Classroom Activities (1-5)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing<br>JIgsaw<br>Discussion<br>3 X 50 | Lecturing<br>Individual assignment | **Materi:**<br>Construction and Constituents<br>**Pustaka:** *Miller, Jim. 2002. An Introduction to English Syntax. Edinburg: Edinburg University Press*<br><br>**Materi:**<br>Construction and Constituents<br>**Pustaka:** *Sobin, Nicholas, 2011. Syntatic Analysis The Basics. West Sussex: Willey Blackwell.* | 2% |
| **6** | Being able to apply syntactic theories to analyse diagram structures, demonstrating an understanding of phrase structure rules, sentence constituents, and syntactic dependencies | 1. Students can accurately identify the constituents of a sentence, such as subject, predicate, object, and complements.<br>2. Students apply constituency tests (e.g., substitution, movement, clefting) to verify the constituents<br>3. Students can identify and explain syntactic dependencies between words and phrases, such as subject-verb agreement or verb-object relationships.<br>4. Students create accurate dependency diagrams that illustrate the syntactic relationships between words, showing how different elements depend on each other.<br>5. Students can articulate how syntactic dependencies work and why they are crucial for sentence structure.<br>6. Students integrate theoretical knowledge from different syntactic theories to analyze complex sentences<br>7. Students critically evaluate the effectiveness of different syntactic theories in explaining sentence structure and dependencies.<br>8. Students apply multiple syntactic theories (e.g., generative grammar and dependency grammar) to analyze the same sentence and compare the results. | **Kriteria:**<br>1. Practical Assignment<br>2. Classroom Activities (1-5)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing<br>JIgsaw<br>Discussion<br>3 X 50 | Lecturing<br>Individual assignment | **Materi:**<br>Construction and Constituents<br>**Pustaka:** *Miller, Jim. 2002. An Introduction to English Syntax. Edinburg: Edinburg University Press*<br><br>**Materi:**<br>Construction and Constituents<br>**Pustaka:** *Sobin, Nicholas, 2011. Syntatic Analysis The Basics. West Sussex: Willey Blackwell.* | 2% |

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| **7** | Being able to use morphological and syntactical analysis to interpret text, applying theoretical knowledge to real-world linguistic issues. | 1. Students will be able to assess how morphological and syntactical variations impact meaning and communication in various contexts.<br>2. Students will be able to develop analytical skills for evaluating linguistic data and its implications for effective communication. | **Kriteria:**<br>Group Presentation (1-10)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Group Discussion<br>Contextual Analysis: Text samples from different contexts (e.g., formal academic writing, informal social media posts, business correspondence).<br>Presentation<br><br>Instructions:<br>Contextual Analysis: Assign different texts to student groups, each representing a different context.<br>Identification: Each group identifies and analyzes morphological and syntactical features specific to their text's context.<br>Variation Assessment: Groups assess how context influences morphological choices (e.g., formality) and syntactical structures (e.g., complexity).<br>Report: Groups present their findings, focusing on the impact of context on linguistic variation.<br>3 X 50 | Group Discussion<br>Contextual Analysis: Text samples from different contexts (e.g., formal academic writing, informal social media posts, business correspondence).<br>Presentation | **Materi:** New Development in morphology<br>**Pustaka:** *Plag, Ingo. 2018 Word Formation in English. Cambridge: Cambridge University Press*<br><br>**Materi:** Fundamental English Syntax<br>**Pustaka:** *Miller, Jim. 2002. An Introduction to English Syntax. Edinburg: Edinburg University Press*<br><br>**Materi:** Language and society<br>**Pustaka:** *Fromkin, V., Rodman, R. and Hyams, N. 2011. An Introduction to Language. 9th ed. USA: Heinle* | 5% |
| **8** | Being able to apply the understanding of morphology and syntax concepts to analyse text or spoken discours | Students will be able to syntesize morphology and syntax concept discussed on week 1 until week 2 to analyse text | **Kriteria:**<br>1-100 (Mid Test)<br><br>**Bentuk Penilaian** :<br>Tes | Text Analysis<br>Questions and Answers (Mid Test)<br>3 X 50 | | **Materi:** All materials given in meeting 1-7<br>**Pustaka:** | 20% |
| **9** | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. | 1. Students will analyze the morphology and syntax of contemporary English slang terms and their evolution over time.<br>2. Students will investigate how slang reflects changes in language structure and usage, and present their findings in a comprehensive report, presentation and making games | **Kriteria:**<br>Presentasi Portfolio<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | 1. Introduction and Research: Background Reading: Students start with an overview of morphological and syntactic theories relevant to slang and informal language.<br>2. Slang Selection: Each student or group selects a set of modern slang terms to study, focusing on their morphological structure (e.g., compounding, blending, affixation) and syntactic usage (e.g., phrase structure, sentence placement).<br>3 X 50 | 1. Introduction and Research: Background Reading: Students start with an overview of morphological and syntactic theories relevant to slang and informal language.<br>2. Slang Selection: Each student or group selects a set of modern slang terms to study, focusing on their morphological structure (e.g., compounding, blending, affixation) and syntactic usage (e.g., phrase structure, sentence placement). | **Materi:** Slang<br>**Pustaka:** *Mattielo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica* | 5% |
| **10** | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. | 1. Students collect examples of their chosen slang terms from various sources, such as social media, music lyrics, and online forums<br>2. Students analyze the morphological processes involved in the formation of these slang terms (e.g., how words are shortened or combined).<br>3. Students examine how these slang terms fit into sentences and their impact on syntactic structures. | **Kriteria:**<br>1. Presentasi Portfolio<br>2. log book<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Data Collection and analysis<br>6 X 50 | Data collection and analysis | **Materi:** Slang<br>**Pustaka:** *Mattielo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica* | 5% |
| **11** | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. | 1. Students collect examples of their chosen slang terms from various sources, such as social media, music lyrics, and online forums<br>2. Students analyze the morphological processes involved in the formation of these slang terms (e.g., how words are shortened or combined).<br>3. Students examine how these slang terms fit into sentences and their impact on syntactic structures. | **Kriteria:**<br>1. Presentasi Portfolio<br>2. log book<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Data Collection and analysis<br>6 X 50 | Data collection and analysis | **Materi:** Slang<br>**Pustaka:** *Mattielo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica* | 5% |

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| **12** | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. | 1.Students write a detailed report that includes: * The history and origin of each slang term. * Morphological processes used in the creation of these terms. * Syntactic patterns and how these terms are integrated into modern English syntax.<br>2.Students create a presentation summarizing their findings. This could include slides, examples of slang usage in context, and a brief discussion on the sociolinguistic implications of these terms.<br>3.Students present their findings to the class, followed by a Q&A session where peers can ask questions and provide feedback | **Kriteria:**<br>Presentasi Portfolio<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Report Writing<br>Presentation<br>Class Discussion and Reflection:<br>Peer Review<br>Reflection Paper:<br>3 X 50 | | **Materi:** Slang<br>**Pustaka:** *Mattielo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica* | 10% |
| **13** | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. | Students develop prototype of the game | **Kriteria:**<br>Presentasi Portfolio<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | 3 X 50 | Brainstorming Session to make games related to English Slang | **Materi:** Slang<br>**Pustaka:** *Mattielo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica* | 2% |
| **14** | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. | Students design the game board, cards, rules, and other components based on their concept outline. | **Kriteria:**<br>1.portfolio<br>2.log book<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Developing games related to English Slang<br>3 X 50 | Brainstorming Session to make games related to English Slang | **Materi:** Slang<br>**Pustaka:** *Mattielo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica* | 6% |
| **15** | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. | Students playtest each other's games, focusing on how well the game incorporates and teaches slang's morphological and syntactical features | **Kriteria:**<br>-<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Game playtesting<br>3 X 50 | Game playtesting | **Materi:** Slang<br>**Pustaka:** *Mattielo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica* | 10% |
| **16** | Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field. | students present their final games, explaining the design choices and educational objectives. | **Kriteria:**<br>1.Peer Review<br>2.Game Design and Development<br>3.Presentation and Reflection<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Game Presentation and Reflection<br>3 X 50 | Game Presentation and Reflection | **Materi:** Slang<br>**Pustaka:** *Mattielo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica* | 20% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 35% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 10% |
| 3. | Penilaian Portofolio | 30.5% |
| 4. | Praktik / Unjuk Kerja | 4.5% |
| 5. | Tes | 20% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| English Phonology | 7920202056 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 3 | 5 Mei 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Ayunita Leliana, S.S, M.Pd | Cicilia Deandra Putri, S.S, M.A | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to appraise segmental features of several languages | |
| | CPMK 1.A | Being able to identify the organs of speech in detail |
| | CPMK 1.B | Being able to identify the labels of English consonants |
| | CPMK 1.C | Being able to examine English vowels and diphthongs based on the positions of the tongue and the shapes of the lips |
| | CPMK 1.D | Being able to apply the symbols of consonants, vowels, and diphthongs to transcribe the written text |
| | 2. Being able to compare and contrast segmental features of two different languages | |
| | CPMK 2.A | Being able to apply the morphophonemic rules |
| | CPMK 2.B | Being able to apply the rules of phoneme and allophone both in English and Bahasa Indonesia |
| | 3. Being able to deliver the opinion as pre intermediate level | |
| | CPMK 3.A | Being able to examine some distinctive features in detail |
| | CPMK 3.B | Being able to identify some processes of dissimilation, i.e. Feature changing, Segment insertion, Segment deletion, and Metathesis |
| | CPMK 3.C | Being able to examine the structure of a syllable |
| | 4. Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement. | |
| | CPMK 4.A | Being able to apply the morphophonemic rules |
| | CPMK 4.B | Being able to apply the rules of phoneme and allophone both in English and Bahasa Indonesia |
| | CPMK 4.C | Being able to identify some features of supra segmental phonemes |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to identify the organs of speech in detail. |
| | Sub-CPMK2 | Being able to identify the labels of English consonants |
| | Sub-CPMK3 | Being able to identify the labels of English consonants |
| | Sub-CPMK4 | Being able to identify the labels of English consonants |
| | Sub-CPMK5 | To apply the symbols of consonants, vowels, and diphthongs to transcribe the written text |
| | Sub-CPMK6 | Being able to apply the symbols of consonants, vowels, and diphthongs to transcribe the written text |
| | Sub-CPMK7 | Being able to apply the morphophonemic rules |
| | Sub-CPMK8 | Being able to identify the organs of speech in detail; Being able to identify the labels of English consonants; Being able to examine English vowels and diphthongs based on the positions of the tongue and the shapes of the lips; Being able to apply the symbols of consonants, vowels, and diphthongs to transcribe the written text; Being able to apply the morphophonemic rules |
| | Sub-CPMK9 | Being able to apply the rules of phoneme and allophone both in English and Bahasa Indonesia |
| | Sub-CPMK10 | To examine some distinctive features in detail |
| | Sub-CPMK11 | To identify some processes of dissimilationFeature changingSegment insertionSegment deletionMetathesis |
| | Sub-CPMK12 | To identify some processes of dissimilationFeature changingSegment insertionSegment deletionMetathesis |
| | Sub-CPMK13 | To examine the structure of a syllable |
| | Sub-CPMK14 | To identify some features of supra segmental phonemes |
| | Sub-CPMK15 | Students ability to do the given task. |
| | Sub-CPMK16 | FINAL TEST |
| **Deskripsi Singkat MK** | This course provides a comprehensive overview of the English sound system, exploring the relationship between sound and meaning. Students will delve into phonological rules and sound change, examining their impact on language learning and intercultural communication. The course adopts a communicative approach, emphasizing the practical application of phonological knowledge in real-world contexts. Students will analyze diverse English accents and dialects, promoting inclusivity and addressing biases related to language variation (SDG no. 10), Assessment will consist of a written test, a case study, a project, and a reflective report where students will demonstrate their knowledge and understanding of phonology. The reflective report will invite students to reflect critically on their learning and development in the course. By the end of the course, students will have a strong understanding of English phonology and its relevance to various linguistic applications. | |
| **Pustaka** | **Utama :** | |
| | 1. Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.<br>2. Odden, David. 2005. Introducing Phonology. Cambridge: Cambridge University Press.<br>3. McMahon, A. 2002. An Introduction to English Phonology. Edinburgh: Edinburg University Press.<br>4. Radford, Andrew, et.al. 2009. Linguistics: An Introduction (2nd edition). New York: Cambridge University Press.<br>5. https://www.youtube.com/watch?v=72M77Tva<br>6. https://www.youtube.com/watch?v=l4eby6lbtEI<br>7. https://www.youtube.com/watch?v=h4yrIuCE6UM | |
| | **Pendukung :** | |
| **Dosen Pengampu** | Prof. Slamet Setiawan, M.A., Ph.D.<br>Ayunita Leliana, S.S., M.Pd.<br>Imam Hanafi, S.S., M.App.Ling. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | Being able to identify the organs of speech in detail. | 1. To know the responsibility deals with the course<br>2. To compare Introduction to Linguistics with English Phonology<br>3. To explain and give examples of the scope of English Phonology | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | PresentationDiscussionQuestion-Answer<br>2 X 50 | | **Materi:** Organs of speech; articulators<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.* | 2% |
| **2** | Being able to identify the labels of English consonants | 1. To examine the organs of speech<br>2. To experiment with sounds production | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | PresentationDiscussionQuestion-Answer<br>2 X 50 | | **Materi:** Consonants<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.* | 3% |
| **3** | Being able to identify the labels of English consonants | 1. To distinguish English consonants based on their voicing, place, and manner of articulation<br>2. To compare each consonant based on its label | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja, Tes | Presentation and Classical Discussion<br>2 X 50 | | **Materi:** Consonants<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.*<br><br>**Materi:** Consonants<br>**Pustaka:** *https://www.youtube.com/...* | 3% |
| **4** | Being able to identify the labels of English consonants | 1. To distinguish English consonants based on their voicing, place, and manner of articulation<br>2. To compare each consonant based on its label | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja, Tes | Quiz and Game<br>2 X 50 | | **Materi:** Consonants<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.*<br><br>**Materi:** Consonants<br>**Pustaka:** *https://www.youtube.com/...* | 7% |
| **5** | To apply the symbols of consonants, vowels, and diphthongs to transcribe the written text | 1. Student accurately transcribes a given list of English words containing various vowel sounds using the International Phonetic Alphabet (IPA).<br>2. Student correctly identifies and labels the vowel phonemes in English words provided during the class meeting.<br>3. Student demonstrates the ability to recognize and label English diphthongs in spoken words and sentences. | **Kriteria:**<br>Student transcribes a spoken English sentence containing various vowel and diphthong sounds accurately using IPA.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Presentation and Discussion<br>2 X 50 | | **Materi:** Phonetic symbols<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.* | 3% |
| **6** | Being able to apply the symbols of consonants, vowels, and diphthongs to transcribe the written text | To demonstrate the transcription of written text (spelling correspondence) into phonetic symbols and vice versa | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | 1. Students transcribe the provided text<br>2. Students write the orthography of the provided text written in phonetic symbols<br>2 X 50 | | **Materi:** Phonetic symbols<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.* | 3% |
| **7** | Being able to apply the morphophonemic rules | 1. To analyze and demonstrate the rules to pronounce Plural allomorph[s], [z], and [əz]<br>2. To analyze and demonstrate the rules to pronounce Past tense allomorph [d], [t], and [əd]<br>3. To analyze and demonstrate the rules to pronounce Negation allomorph (Akan language has [m] before [p], [n] before [t], and [ŋ] before [k] ) | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students identify the morphophonemic phenomenon in the texts.<br>2 X 50 | | **Materi:** The pronunciation of morphemes<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.*<br><br>**Materi:** Morphology<br>**Pustaka:** *McMahon, A. 2002. An Introduction to English Phonology. Edinburgh: Edinburg University Press.* | 3% |
| **8** | Being able to identify the organs of speech in detail; Being able to identify the labels of English consonants; Being able to examine English vowels and diphthongs based on the positions of the tongue and the shapes of the lips; Being able to apply the symbols of consonants, vowels, and diphthongs to transcribe the written text; Being able to apply the morphophonemic rules | To demonstrate the understanding of the materials discussed in meeting 1 up to 7 | **Kriteria:**<br>mid term test<br><br>**Bentuk Penilaian** :<br>Tes | Mid term exam<br>2 X 50 | | **Materi:** Chapter 5 & 6<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.*<br><br>**Materi:** Chapter 1 - 4<br>**Pustaka:** *Odden, David. 2005. Introducing Phonology. Cambridge: Cambridge University Press.* | 20% |

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|---|---|---|---|---|---|---|---|
| **9** | Being able to apply the rules of phoneme and allophone both in English and Bahasa Indonesia | students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. | **Kriteria:** students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** : Aktifitas Partisipasif | STUDENTS PRESENTATION<br>2 X 50 | | **Materi:** Review<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.* | 3% |
| **10** | To examine some distinctive features in detail | To differentiate the distinctive and non-distinctive feature and to investigate the presence of assimilation and fusion in English | **Kriteria:** students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** : Aktifitas Partisipasif | PresentationDiscussionQuestion-Answer<br>2 X 50 | | **Materi:** Review<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.* | 3% |
| **11** | To identify some processes of dissimilationFeature changingSegment insertionSegment deletionMetathesis | 1.To investigate some processes of dissimilationFeature changing<br>2.Segment insertion<br>3.Segment deletion<br>4.Metathesis | **Kriteria:** students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** : Aktifitas Partisipasif | TGTPresentationDiscussionQuestion-Answer<br>2 X 50 | | **Materi:** Review<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.* | 8% |
| **12** | To identify some processes of dissimilationFeature changingSegment insertionSegment deletionMetathesis | 1.To investigate some processes of dissimilationFeature changing<br>2.Segment insertion<br>3.Segment deletion<br>4.Metathesis | **Kriteria:** students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** : Aktifitas Partisipasif | TGTPresentationDiscussionQuestion-Answer<br>2 X 50 | | **Materi:** Review<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.* | 3% |
| **13** | To examine the structure of a syllable | To analyze the arrangement of English syllable | **Kriteria:** students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** : Aktifitas Partisipasif | TGTPresentationDiscussionQuestion-Answer<br>2 X 50 | | **Materi:** Reviewing Literature<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.* | 3% |
| **14** | To identify some features of supra segmental phonemes | To investigate the presence of stress, intonation, and juncture in daily conversation | **Kriteria:** students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** : Aktifitas Partisipasif | PresentationDiscussionQuestion-Answer<br>2 X 50 | | **Materi:** Review<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.* | 3% |
| **15** | Students ability to do the given task. | students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. | **Kriteria:** students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** : Aktifitas Partisipasif | Penilaian presentasi kelompok | | **Materi:** Review<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.* | 3% |
| **16** | FINAL TEST | students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills. | **Kriteria:** students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** : Tes | FINAL EXAM<br>2 X 50 | | **Materi:** Final test<br>**Pustaka:** *Fromkin, V., Rodman, R., Hyams, N. 2011. An Introduction to Language (9th edition). Australia: Wadsworth, Cenage Learning.* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 38.83% |
| 2. | Praktik / Unjuk Kerja | 6.33% |
| 3. | Tes | 54.83% |
| | | 99.99% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Entrepreneurship | 7920202061 | Mata Kuliah Pilihan Program Studi | T=2 | P=0 | ECTS=3.18 | 3 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Project Based Learning** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Students will be able to define and explain the concept of entrepreneurship , its role in the economy and its sifnificance in society | |
| | CPMK 1.A | Students should have clear understanding of what entrepreneurship is, including the definition, principles and significance in the bussiness world |
| | 2. Students will develop the ablility to generate and evaluate creative bussiness ideas, considering market needs, oppotunities and trends | |
| | CPMK 2.A | Students should be able to generate and evaluate innovative bussiness ideas, considering market needs, opportinities and trends |
| | 3. Develop a comprehensive bussiness plan | |
| | CPMK 3.A | Students should develop a comprehensive business plan, including elements: missions statements, business goals, markrting strategies and financial projections |
| | 4. Develop skills in conducting market research | |
| | CPMK 4.A | Students should be proficient in conducting market research and analyzing market trends, competition and target audiences |
| | 5. Develop effective communication and presentation skills | |
| | CPMK 5.A | Students should be able to improve their bussiness ideas effectively through presentations and written documents |
| | 6. Apply critical thinking and problem solving skills in real world entrepreneurial scenarios | |
| | CPMK 6.A | Students should be able to develop problem solving skills and the ability to address challenges and obstacles in bussiness context |
| | 7. Define and measure success in entrepreneurship | |
| | CPMK 7.A | Students should be able to define and measure success in entrepreneurship including financial and non-financial indicators of performance |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Introduction to Entrepreneurship: By the end of the lesson, Students should have clear understanding of what entrepreneurship is, including the definition, principles and significance in the bussiness world |
| | Sub-CPMK2 | Idea Generation: Students should be able to generate and evaluate innovative bussiness ideas, considering market needs, opportinities and trends |
| | Sub-CPMK3 | Students should develop a comprehensive business plan, including elements: missions statements, business goals, markrting strategies and financial projections |
| | Sub-CPMK4 | Memahami sikap dan prilaku wirausahawan sukses |
| | Sub-CPMK5 | Menyusun Rencana bisnis: Pertimbangan keuangan dan pemasaran |
| | Sub-CPMK6 | Soft skill penyelesaian masalah |
| | Sub-CPMK7 | Menganalisis dan mengaplikasikan usaha kecil dalam kehidupan sehari-hari |
| | Sub-CPMK8 | Melakukan inovasi dari hasil analisis terhadap usaha kecil/Penyusunan kerangka Business Plan |
| | Sub-CPMK9 | Students will be able to identify potential risk in entrepreneurship and develop strategiesto mitigate them |
| | Sub-CPMK10 | Students are able to build a profesonal network and learn the importance of relationship in bussiness |
| | Sub-CPMK11 | Students are able to understand the broader economic and social impact of entrepreneurship on communities and society |
| | Sub-CPMK12 | Students are able to explore the concept of social entrepreneurship and sustainable bussiness practices |
| | Sub-CPMK13 | Students are able to develop a bussiness plan |
| | Sub-CPMK14 | Students are able to develop a bussiness plan |
| | Sub-CPMK15 | Students are able to develop a bussiness plan |
| | Sub-CPMK16 | Students are able to develop and present a final bussiness plan |
| **Deskripsi Singkat MK** | Mata kuliah kewirausahaan mengajarkan bagaimana menjadi wirausahawan yang memiliki ide atau gagasan usaha menjadi suatu lapangan usaha dan dengan memahami situasi dan kondisi yang terjadi disekitar dapat mecetak wirausahawan yang sukses dan dapat menciptakan lapangan kerja bagi orang lain. Mata kuliah tersebut juga merupakan implementasi dari berbagai teori yang diajarkan dalam kewirausahaan sehingga mahasiswa diharapkan dapat menjadi wirausahawan baru yang memiliki ide dan implementasi mengenai lapangan usaha baru yang dapat memajukan perekonomian pribadi, perusahaan, agama, dan negara. | |
| **Pustaka** | **Utama :** | |
| | 1. Mellor, Robert, et all (2009), Entrepreneurship for everyone, SAGE<br>2. Panduan penyusunan Proposal PKM-K, Belmawa, Kemristek Dikti, 2015, Jakarta<br>3. Buku Pedoman Program Mahasiswa Wirausaha (PMW) UNESA, 2021, Surabaya<br>4. Scarborough, Norman M & Doug Wilson (2008), Kewirausahaan dan Manajemen Usaha Kecil, Pearson Education. | |
| | **Pendukung :** | |
| **Dosen Pengampu** | Adam Damanhuri, S.S., M.Hum.<br>Silvy Cinthia Adelia, S.S., M.A. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Introduction to Entrepreneurship: By the end of the lesson, Students should have clear understanding of what entrepreneurship is, including the definition, principles and significance in the bussiness world | - Understanding the basic entrepreneurial concepts, such as entrepreneuship definitions, entrepreneur roles and the importance of entrepreneurship in the economy | **Kriteria:**<br>1.· Classroom Participation : 20%<br>2.· Quiz and take-home assignment : 30%<br>3.· Mid term test : 20%<br>4.· Final test : 30%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion, Question and Answer<br>2 X 50 | | **Materi:** Definition and importance of entrepreneurship, the entrepreneurial mindset, key traits of succesful entrepreneurus, identify personal goals and motivations<br>**Pustaka:** *Mellor, Robert, et all (2009), Entrepreneurship for everyone, SAGE* | 3% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **2** | Idea Generation: Students should be able to generate and evaluate innovative bussiness ideas, considering market needs, opportinities and trends | 1.Mendesain model bisnis yang kompetitif dan memebangun rencana strategis yang solid,<br>2.Melakukan analisis kelayakan dan menyusun rencana bisnis yang unggul,<br>3.Melakukan analisis bentuk-bentuk kepemilikan bisnis | **Kriteria:**<br>Berdasarkan pertanyaan dan jawaban strategis dari topik diskusi<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Discussion, Question and Answer<br>2 X 50 | | **Materi:** - Creativity and innovation, identifying market needs and opportunities, evealuating bussiness ideas<br>**Pustaka:** *Scarborough, Norman M & Doug Wilson (2008), Kewirausahaan dan Manajemen Usaha Kecil, Pearson Education.* | 3% |
| **3** | Students should develop a comprehensive business plan, including elements: missions statements, business goals, markrting strategies and financial projections | 1.Mendefinisikan pengertian inovasi dan kreativitas<br>2.Dasar-dasar pemikiran kreatif<br>3.Mendefinisikan pengertian inovasi<br>4.Menganalisis prinsip-prinsip inovasi dan peluangnya<br>5.Inovasi produk<br>6.Proses adopsi dari inovasi | **Kriteria:**<br>Berdasarkan jawaban dan pertanyaan kreatif dan kritis<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Tanya jawab dan diskusi<br>2 X 50 | | **Materi:** - Components of a bussiness plan, mission and vision statements, setting SMART goals<br>**Pustaka:** *Scarborough, Norman M & Doug Wilson (2008), Kewirausahaan dan Manajemen Usaha Kecil, Pearson Education.* | 3% |
| **4** | Memahami sikap dan prilaku wirausahawan sukses | Menjelaskan sikap dan prilaku seorang wirausahawan | **Kriteria:**<br>Berdasarkan hasil diskusi dan presentasi<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Penugasan biografi (profil) pengusaha sukses Diskusi dan Tanya jawab<br>2 X 50 | | **Materi:** - Entrepreneural mindset; creativity, risk-taking, resilience and adaptability<br>**Pustaka:** *Mellor, Robert, et all (2009), Entrepreneurship for everyone, SAGE* | 5% |
| **5** | Menyusun Rencana bisnis: Pertimbangan keuangan dan pemasaran | 1.Menganalisis rencana bisnis dari sisi modal dan keuangan,<br>2.menganalisis rencana bisnis dari sisi pemasaran | **Kriteria:**<br>Berdasarkan hasil tanya jawab dan diskusi<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Diskusi dan tanya jawab<br>2 X 50 | | **Materi:** - Components of a bussiness planning. - Mission and vision statements. - setting SMART goals<br>**Pustaka:** *Scarborough, Norman M & Doug Wilson (2008), Kewirausahaan dan Manajemen Usaha Kecil, Pearson Education.* | 5% |
| **6** | Soft skill penyelesaian masalah | 1.Memiliki pengetahuan pengelolaan keuangan<br>2.Mampu membuat keputusan<br>3.Mampu membuat keputusan dan menganalisis konsekuensi keputusan<br>4.Mampu menyelesaikan masalah dalam usaha. | **Kriteria:**<br>Berdasarkan pertanyaan kritis dan inovatif<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Tanya jawab dan diskusi. Latihan membuat perencanaan bisnis<br>2 X 50 | | **Materi:** - Encourage critical thinking skills to address challenges<br>**Pustaka:** *Mellor, Robert, et all (2009), Entrepreneurship for everyone, SAGE* | 5% |
| **7** | Menganalisis dan mengaplikasikan usaha kecil dalam kehidupan sehari-hari | 1.Tujuan menjadi wirausahawan<br>2.Pengertian usaha kecil<br>3.Jenis-jenis usaha kecil<br>4.Memulai usaha kecil<br>5.Masalah yang dihapi usaha kecil<br>6.Sebab-sebab kegagalan usaha<br>7.Latihan membaca peluang usaha<br>8.Membuat analisis swot dari usaha kecil yang sudah diamati. | **Kriteria:**<br>Berdasarkan hasil laporan pengamatan lapangan<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Study lapangan untuk usaha kecil<br>2 X 50 | | **Materi:** - Analyze and apply small bussiness in daily life<br>**Pustaka:** *Panduan penyusunan Proposal PKM-K, Belmawa, Kemristek Dikti, 2015, Jakarta* | 5% |
| **8** | Melakukan inovasi dari hasil analisis terhadap usaha kecil/Penyusunan kerangka Business Plan | - Membuat inovasi dan menyusun bisnis plannya - Mempresentasikan bisnis plan yang dibuat | **Kriteria:**<br>Berdasarkan inovasi BP yang dirancang<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Diskusi dan tanya-jawab<br>2 X 50 | | **Materi:** - Design thinking. - Creativity techniques.- Innovation metrics<br>**Pustaka:** *Scarborough, Norman M & Doug Wilson (2008), Kewirausahaan dan Manajemen Usaha Kecil, Pearson Education.* | 5% |
| **9** | Students will be able to identify potential risk in entrepreneurship and develop strategiesto mitigate them | 1.Understanding the concepts of risk in entrepreuneurship<br>2.Analyze risk in business concept<br>3.Creativity and innovation in overcoming entrepreneurship problems | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Discussion<br>2 x 50 | | **Materi:** - Understand the concept of risk. - analyze risk. - decision-making skill. - case study. - creativity and innovation. - communication skill<br>**Pustaka:** *Mellor, Robert, et all (2009), Entrepreneurship for everyone, SAGE* | 5% |

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|---|---|---|---|---|---|---|---|
| **10** | Students are able to build a profesonal network and learn the importance of relationship in bussiness | 1.Communication skills<br>2.Quality and Quantity of the entrepreneurship network<br>3.The use of technology | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Discussion, Quession and Answer<br>2x50 | | **Materi:** - The important of networking. - some strategies to develop networking. - invesment. - the use of technology. - ethics in a bussiness network<br>**Pustaka:**<br>*Scarborough, Norman M & Doug Wilson (2008), Kewirausahaan dan Manajemen Usaha Kecil, Pearson Education.* | 5% |
| **11** | Students are able to understand the broader economic and social impact of entrepreneurship on communities and society | 1.Understand the economic and social impact of entrepreneurship<br>2.Critical analysis about the economic and social impact of entrepreneurship | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion, Question and Answer | | **Materi:** - Critical thinking. - Entrepreneurship for economic and social<br>**Pustaka:** | 3% |
| **12** | Students are able to explore the concept of social entrepreneurship and sustainable bussiness practices | 1.Undestand the impcat of entrepreneurship in society<br>2.Evaluate the extend of entrepreneruship<br>3.Assess the social innovation in entrepreneurship<br>4.Assess the quality of products and services<br>5.Evaluate collaboration with the relevant parties | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion, Question and Answer<br>2 x 50 | | **Materi:** - The concepts of social relationship<br>**Pustaka:** *Mellor, Robert, et all (2009), Entrepreneurship for everyone, SAGE* | 3% |
| **13** | Students are able to develop a bussiness plan | 1.Business feasibility<br>2.Target bussines<br>3.Business strategies<br>4.Capital requirements<br>5.Management team<br>6.Monitoring and evaluation | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Question and Answer<br>2x 50 | | **Materi:** Develop lesson plan<br>**Pustaka:** *Panduan penyusunan Proposal PKM-K, Belmawa, Kemristek Dikti, 2015, Jakarta*<br><br>**Materi:** Develop lesson plan<br>**Pustaka:** *Buku Pedoman Program Mahasiswa Wirausaha (PMW) UNESA, 2021, Surabaya* | 10% |
| **14** | Students are able to develop a bussiness plan | 1.Business feasibility<br>2.Target bussines<br>3.Business strategies<br>4.Capital requirements<br>5.Management team<br>6.Monitoring and evaluation | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Question and Answer<br>2x 50 | | **Materi:** Develop lesson plan<br>**Pustaka:** *Panduan penyusunan Proposal PKM-K, Belmawa, Kemristek Dikti, 2015, Jakarta*<br><br>**Materi:** Develop lesson plan<br>**Pustaka:** *Buku Pedoman Program Mahasiswa Wirausaha (PMW) UNESA, 2021, Surabaya* | 10% |
| **15** | Students are able to develop a bussiness plan | 1.Business feasibility<br>2.Target bussines<br>3.Business strategies<br>4.Capital requirements<br>5.Management team<br>6.Monitoring and evaluation | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Question and Answer<br>2x 50 | | **Materi:** Develop lesson plan<br>**Pustaka:** *Panduan penyusunan Proposal PKM-K, Belmawa, Kemristek Dikti, 2015, Jakarta*<br><br>**Materi:** Develop lesson plan<br>**Pustaka:** *Buku Pedoman Program Mahasiswa Wirausaha (PMW) UNESA, 2021, Surabaya* | 10% |
| **16** | Students are able to develop and present a final bussiness plan | 1.Business feasibility<br>2.Target bussines<br>3.Business strategies<br>4.Capital requirements<br>5.Management team<br>6.Monitoring and evaluation | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Question and Answer<br>2x 50 | | **Materi:** Develop lesson plan<br>**Pustaka:** *Panduan penyusunan Proposal PKM-K, Belmawa, Kemristek Dikti, 2015, Jakarta*<br><br>**Materi:** Develop lesson plan<br>**Pustaka:** *Buku Pedoman Program Mahasiswa Wirausaha (PMW) UNESA, 2021, Surabaya* | 20% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 24.5% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 50% |
| 3. | Penilaian Portofolio | 5% |
| 4. | Praktik / Unjuk Kerja | 20.5% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Poetry Appreciation | 7920202279 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 3 | 5 Mei 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum | Ephriliana Noor F. S.Hum., M.Hum | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| Model Pembelajaran | Case Study | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | |
| | 1. Sikap | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | 2. Keterampilan Umum | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | 3. Keterampilan Khusus | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | 4. Pengetahuan | |
| | CPL 4.A | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | |
| | 1. Being able to analyze the elements of poetry and how they contribute to the meaning and impact of poems | |
| | CPMK 1.A | Being able to analyse elements of poems using TPCASTT through a poster project |
| | CPMK 1.B | Being able to explicate selected poems |
| | CPMK 1.C | Being able to elements of a poem analysis |
| | 2. Being able to critically evaluate the themes and messages of poetry, including the use of historical, social, and cultural contexts | |
| | CPMK 2.A | Being able to evaluate particular poems based on the poets' biography |
| | CPMK 2.B | Being able to use an appropriate documentation style to cite sources and list references |
| | CPMK 2.C | Being able to paraphrase an original paragraph on language/literature |
| | 3. Being able to produce personal responses to poetry through reflective writing, discussion, and presentation, and apply critical thinking skills to engage with the text | |
| | CPMK 3.A | Being able to produce haiku, cinquain, and acrostic |
| | CPMK 3.B | Being able to write responses to others' poem analysis |
| | CPMK 3.C | Being able to summarise important elements of an article on language/literature |
| | CPMK 3.D | Being able to produce a scholarly essay of 2000-2500 words on language or literature |
| | 4. Being able to advocate cultural diversity in various interactions that involve different cultures | |
| | CPMK 4.A | Being able to summarise original paragraph on language/literature |
| | CPMK 4.B | Being able to use direct quotation of an original paragraph on language/literature |
| | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | |
| | Sub-CPMK1 | Being able to analyse elements of poems using TPCASTT through a poster project |
| | Sub-CPMK2 | Being able to explicate selected poems |
| | Sub-CPMK3 | Being able to analyse elements of poems using TPCASTT through a poster project |
| | Sub-CPMK4 | Being able to explicate selected poems |
| | Sub-CPMK5 | Being able to analyse elements of poems using TPCASTT through a poster project |
| | Sub-CPMK6 | Being able to explicate selected poems |
| | Sub-CPMK7 | · To understand and identify the use of imagery |
| | Sub-CPMK8 | · To understand and identify the use of imagery |
| | Sub-CPMK9 | · To understand and identify the use of imagery |
| | Sub-CPMK10 | Being able to write responses to others' poem analysis |
| | Sub-CPMK11 | Being able to summarise important elements of an article on language/literature |
| | Sub-CPMK12 | Being able to produce a scholarly essay of 2000-2500 words on language or literature |
| | Sub-CPMK13 | Being able to write responses to others' poem analysis |
| | Sub-CPMK14 | Being able to summarise important elements of an article on language/literature |
| | Sub-CPMK15 | Being able to produce a scholarly essay of 2000-2500 words on language or literature |
| | Sub-CPMK16 | Being able to produce haiku, cinquain, and acrostic |
| | Sub-CPMK17 | Being able to elements of a poem analysis |
| | Sub-CPMK18 | Being able to produce haiku, cinquain, and acrostic |
| | Sub-CPMK19 | Being able to elements of a poem analysis |
| | Sub-CPMK20 | Being able to produce haiku, cinquain, and acrostic |
| | Sub-CPMK21 | Being able to elements of a poem analysis |
| | Sub-CPMK22 | Being able to explicate selected poems |
| | Sub-CPMK23 | Being able to elements of a poem analysis |
| | Sub-CPMK24 | Being able to write responses to others' poem analysis |
| | Sub-CPMK25 | Being able to summarise original paragraph on language/literature |
| | Sub-CPMK26 | Being able to write responses to others' poem analysis |
| | Sub-CPMK27 | Being able to paraphrase an original paragraph on language/literature |
| | Sub-CPMK28 | Being able to write responses to others' poem analysis |
| | Sub-CPMK29 | Being able to paraphrase an original paragraph on language/literature |
| | Sub-CPMK30 | Being able to use direct quotation of an original paragraph on language/literature |
| | Sub-CPMK31 | Being able to summarise original paragraph on language/literature |
| | Sub-CPMK32 | Being able to use direct quotation of an original paragraph on language/literature |
| | Sub-CPMK33 | Being able to summarise original paragraph on language/literature |
| Deskripsi Singkat MK | This course is designed to train students in the art of appreciating poetry. Focuses upon the formal properties of poetry and studies the conventions of the genre as it develops within or across historical periods and/or cultures. The first part of the class will introduce a variety of short poems and educate students in skills necessary for reading and understanding poetry. They also will learn how to scan lines for meter and rhythm; learn how to do simple analysis to the use of figures of speech such as metaphor, metonymy, personification, allusion and so on; and they also will identify and appreciate techniques of sound and structure for better understanding and appreciating poetry works. The course will modify the method of lecturing, performance, group discussion, question and answer, and peer assessment. | |
| Pustaka | Utama : | |

1. Kennedy, X. J. and Dana Gioia (2002) An Introduction to Poetry . New York: Longman
2. Wolosky, Shira (2001) The Art of Poetry. How to Read A Poem . Oxford: OUP, Inc. Supplementary readings:
3. Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company
4. Barnett, Sylvan. et al (1995) An Introduction to Literature . New York: HarperCollins College Publishers
5. Capella, David and Wormser, Baron (2000) Teaching the Art of Poetry: The Moves . Mahwah, NJ: Lawrence Erlbaum Associates
6. Grace, William J (1965) Response to Literature . New York: McGraw-Hill Company
7. Holman, Hugh C (1981) A Handbook to Literature . Indianapolis: Bobbs-Merill Educational Publishing
8. McMichael (1980) Editor. Anthology of American Literature . New York: Macmillan Publishing Co. Inc.,
9. Perrine, Laurence (1977) Sound and Sense: An Introduction to Poetry . New York: New York: Harcourt, Brace Jovanovich, Inc.
10. Reaske, Christopher R (1970) The Writer's Guide to the Study of Literature, New York: Random House
11. Rosenthal, M.L. and A. J. M. Smith (1973) Exploring Poetry . New York: The Macmillan Company
12. . Shaw, Harry (1972) Concise Dictionary of Literary Terms. New York: McGraw-Hill.
13. . Wayne, Philip (1946) The Heritage of Poetry: English Poems for Chaucer to the Present Day . London: Longmans, Green and Co,

**Pendukung :**

**Dosen Pengampu**

Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.
Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.
Uci Elly Kholidah, S.S., M.A.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1.Being able to analyse elements of poems using TPCASTT through a poster project<br>2.Being able to explicate selected poems | - To be able to identify the definition of poetry, read the poetry of "STOPPING BY WOODS ON A SNOWY EVENING", the ages of poetry - To be able to explain what is poetry and the ages of poetry | **Kriteria:**<br>Introduction to Poetry<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | - Asking students to prepare today's material - Discussion, lecture - Question-answer<br>2 X 50 | | **Materi:** Introduction to Poetry<br>**Pustaka:** *Kennedy, X. J. and Dana Gioia (2002) An Introduction to Poetry . New York: Longman* | 5% |
| 2 | 1.Being able to analyse elements of poems using TPCASTT through a poster project<br>2.Being able to explicate selected poems | - To be able to identify the definition of poetry, read the poetry of "STOPPING BY WOODS ON A SNOWY EVENING", the ages of poetry - To be able to explain what is poetry and the ages of poetry | **Kriteria:**<br>Introduction to Poetry<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | - Asking students to prepare today's material - Discussion, lecture - Question-answer<br>2 X 50 | | **Materi:** Introduction to Poetry<br>**Pustaka:** *Kennedy, X. J. and Dana Gioia (2002) An Introduction to Poetry . New York: Longman*<br><br>**Materi:** Anamatopia<br>**Pustaka:** *Wolosky, Shira (2001) The Art of Poetry. How to Read A Poem . Oxford: OUP, Inc. Supplementary readings:* | 5% |
| 3 | 1.Being able to analyse elements of poems using TPCASTT through a poster project<br>2.Being able to explicate selected poems | - To be able to identify the definition of poetry, read the poetry of "STOPPING BY WOODS ON A SNOWY EVENING", the ages of poetry - To be able to explain what is poetry and the ages of poetry | **Kriteria:**<br>Understanding TPCASTT<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | - Asking students to prepare today's material - Discussion, lecture - Question-answer<br>2 X 50 | | **Materi:** TPCASTT<br>**Pustaka:** *Wolosky, Shira (2001) The Art of Poetry. How to Read A Poem . Oxford: OUP, Inc. Supplementary readings:* | 5% |
| 4 | · To understand and identify the use of imagery | 1.Student are able to understand TPCASTT<br>2.Student are able to applying TPCASTT | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Brief explanation and applying TPCASTT<br>2 X 50 | | **Materi:** TPCASTT<br>**Pustaka:** *Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company* | 5% |
| 5 | · To understand and identify the use of imagery | 1.Student are able to understand TPCASTT<br>2.Student are able to applying TPCASTT | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Brief explanation and applying TPCASTT<br>2 X 50 | | **Materi:** TPCASTT<br>**Pustaka:** *Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company* | 5% |
| 6 | · To understand and identify the use of imagery | 1.Student are able to understand TPCASTT<br>2.Student are able to applying TPCASTT | **Kriteria:**<br>Exhibition of Analysis TPCASTT<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Brief explanation and applying TPCASTT<br>2 X 50 | | **Materi:** TPCASTT<br>**Pustaka:** *Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company* | 5% |
| 7 | 1.Being able to write responses to others' poem analysis<br>2.Being able to summarise important elements of an article on language/literature<br>3.Being able to produce a scholarly essay of 2000-2500 words on language or literature | Point out 3 examples of cultural bumps in the case | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | | | **Materi:** Explication of Poetry<br>**Pustaka:** *Barnett, Sylvan. et al (1995) An Introduction to Literature . New York: HarperCollins College Publishers* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **8** | 1.Being able to write responses to others' poem analysis<br>2.Being able to summarise important elements of an article on language/literature<br>3.Being able to produce a scholarly essay of 2000-2500 words on language or literature | Point out 3 examples of cultural bumps in the case | **Kriteria:**<br>1.written and oral<br>2.Midterm<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Reading some poetry | | **Materi:** Explication of Poetry<br>**Pustaka:** *Barnett, Sylvan. et al (1995) An Introduction to Literature . New York: HarperCollins College Publishers* | 20% |
| **9** | 1.Being able to produce haiku, cinquain, and acrostic<br>2.Being able to elements of a poem analysis | Students can create a Haiku poet | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Choose a topic: Haiku poems often focus on nature, but you can choose any topic that inspires you. Think about something that you find beautiful or interesting, or something that invokes a particular feeling or emotion. | | **Materi:** Haiku<br>**Pustaka:** *Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company* | 5% |
| **10** | 1.Being able to produce haiku, cinquain, and acrostic<br>2.Being able to elements of a poem analysis | Students can create a Cinquen poet | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Choose a topic: Haiku poems often focus on nature, but you can choose any topic that inspires you. Think about something that you find beautiful or interesting, or something that invokes a particular feeling or emotion. | | **Materi:** Haiku<br>**Pustaka:** *Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company*<br><br>**Materi:** Cinquen<br>**Pustaka:** *Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company* | 5% |
| **11** | 1.Being able to produce haiku, cinquain, and acrostic<br>2.Being able to elements of a poem analysis | Students can analyze the imagery of the specific poetry | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Choose a topic: Imagery poems often focus on nature, but you can choose any topic that inspires you. Think about something that you find beautiful or interesting, or something that invokes a particular feeling | | **Materi:** Imagery<br>**Pustaka:** *Barnett, Sylvan. et al (1995) An Introduction to Literature . New York: HarperCollins College Publishers* | 5% |
| **12** | 1.Being able to explicate selected poems<br>2.Being able to elements of a poem analysis<br>3.Being able to write responses to others' poem analysis<br>4.Being able to summarise original paragraph on language/literature | students will deepen their understanding of the unique features and characteristics of each form | **Kriteria:**<br>written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Take a class: Consider taking a poetry class or workshop at a local community center, college, or online. This can be a great way to learn about different types of poetry and get feedback on your own work. | | **Materi:** Types of poetry Death Desire Despire<br>**Pustaka:** *Barnett, Sylvan. et al (1995) An Introduction to Literature . New York: HarperCollins College Publishers* | 5% |
| **13** | 1.Being able to write responses to others' poem analysis<br>2.Being able to paraphrase an original paragraph on language/literature | students can deepen their understanding of the relationship between an author's life and their writing, and can develop a more nuanced and sophisticated appreciation of literature as a form of expression and ar | **Kriteria:**<br>5<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Read two poems and biography of the author. Make a group of 3 to discuss the comparison of the poem and the author. | | **Materi:** Compare and contrast what we can learn about the author of the short biography and what we can learn from the poem. Why are both important?<br>**Pustaka:** *McMichael (1980) Editor. Anthology of American Literature . New York: Macmillan Publishing Co. Inc.,* | 5% |
| **14** | 1.Being able to write responses to others' poem analysis<br>2.Being able to paraphrase an original paragraph on language/literature | students can deepen their understanding of the relationship between an author's life and their writing, and can develop a more nuanced and sophisticated appreciation of literature as a form of expression and ar | **Kriteria:**<br>written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Read two poems and biography of the author. Make a group of 3 to discuss the comparison of the poem and the author. | | **Materi:** Compare and contrast what we can learn about the author of the short biography and what we can learn from the poem. Why are both important?<br>**Pustaka:** *McMichael (1980) Editor. Anthology of American Literature . New York: Macmillan Publishing Co. Inc.,* | 5% |
| **15** | 1.Being able to use direct quotation of an original paragraph on language/literature<br>2.Being able to summarise original paragraph on language/literature | wrap up | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Wrap up | | **Materi:** wrap up<br>**Pustaka:** *Reaske, Christopher R (1970) The Writer's Guide to the Study of Literature, New York: Random House* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **16** | 1.Being able to use direct quotation of an original paragraph on language/literature<br>2.Being able to summarise original paragraph on language/literature | wrap up | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Wrap up | | **Materi:** wrap up<br>**Pustaka:** *Reaske, Christopher R (1970) The Writer's Guide to the Study of Literature, New York: Random House* | 10% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 55% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 45% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Prose Appreciation | 7920200242 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 3 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Uci Elly Kholidah, S.S., M.A. | Hujuala Rika Ayu, S.S., M.A. | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | CPL 4.B | Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to appraise key elements of prose works through literary elements. | |
| | CPMK 1.A | Being able to identify some key elements of prose writing in a fiction. |
| | CPMK 1.B | Being able to critically analyze various genres and forms of fiction using key elements of prose writing. |
| | CPMK 1.C | Being able to develop critical thinking skills by analyzing a range of prose texts from different historical periods and cultural contexts. |
| | CPMK 1.D | Being able to compare prose text from different historical periods. |
| | CPMK 1.E | Being able to deliver effective oral presentations for different audiences and purposes related to certain fiction using appropriate English. |
| | CPMK 1.F | Being able to produce a highly critical thinking essay that can relate history and culture to fiction using correct grammar. |
| | CPMK 1.G | Being able to reflect on their own experiences and perspectives to the themes and ideas presented in the literary works they are studying. |
| | CPMK 1.H | Being able to develop research skills by conducting on a literary topic of their choice in groups. |
| | 2. Being able to reflect on students' cultural identity upon analyzing fictions. | |
| | CPMK 2.A | Being able to develop critical thinking skills by analyzing a range of prose texts from different historical periods and cultural contexts. |
| | CPMK 2.B | Being able to compare prose text from different historical periods. |
| | CPMK 2.C | Being able to connect cultural and historical context to contemporary issues. |
| | CPMK 2.D | Being able to produce a highly critical thinking essay that can relate history and culture to fiction using correct grammar. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to identify some key elements of prose writing. |
| | Sub-CPMK2 | Being able to identify some key elements of prose writing. |
| | Sub-CPMK3 | Being able to reflect on their own experiences and perspectives to the themes and ideas presented in the literary works they are studying. |
| | Sub-CPMK4 | Being able to critically analyze various genres and forms of fiction using key elements of prose writing. |
| | Sub-CPMK5 | Being able to deliver effective oral presentations for different audiences and purposes related to certain fiction using appropriate English. |
| | Sub-CPMK6 | Being able to develop critical thinking skills by analyzing a range of prose texts from different historical periods and cultural contexts. |
| | Sub-CPMK7 | Being able to develop critical thinking skills by analyzing a range of prose texts from different historical periods and cultural contexts. |
| | Sub-CPMK8 | Being able to reflect on their own experiences and perspectives to the themes and ideas presented in the literary works they are studying. |
| | Sub-CPMK9 | Being able to produce a highly critical thinking essay that can relate history and culture to fiction using correct grammar. |
| | Sub-CPMK10 | Being able to analyze contemporary issues through cultural and historical context in fiction. |
| | Sub-CPMK11 | Being able to connect cultural and historical context to contemporary issues. |
| | Sub-CPMK12 | Being able to deliver effective oral presentations for different audiences and purposes related to certain fiction. |
| | Sub-CPMK13 | Being able to compare prose text from different historical periods. |
| | Sub-CPMK14 | Being able to deliver effective oral presentations for different audiences and purposes related to certain fiction. |
| | Sub-CPMK15 | Being able to develop research skills by conducting on a literary topic of their choice in groups. |
| | Sub-CPMK16 | Being able to produce a highly critical thinking essay that can relate history and culture to fiction using correct grammar. |
| | Sub-CPMK17 | Being able to reflect on their own experiences and perspectives to the themes and ideas presented in the literary works they are studying. |
| **Deskripsi Singkat MK** | This course aims to deepen students' understanding and enjoyment of prose literature through the study of short stories, novels, and essays from diverse cultural contexts (including western society and culture), with a particular focus on issues related to the Sustainable Development Goals (SDGs), such as quality education (SDG 4), gender equality (SDG 5), and reduced inequalities (SDG 10). The scope includes thematic exploration, close reading, and analysis of literary elements such as character, plot, and style. The teaching approach combines interactive lectures, group discussions, and individual presentations to foster critical thinking and articulate expression. Assessment procedures include analytical essays, creative projects, reflective reports, and writing assessments, along with mid-term and final exams. Through these methods, students will develop their analytical skills, enhance their writing, and gain a greater appreciation for the richness and diversity of prose literature, while understanding its connection to global issues addressed by the SDGs. | |
| **Pustaka** | **Utama :** | |
| | 1. Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge<br>2. Tyson, Louis. 2006. Critical Theory Today: A User Friendly Gude (Second Edition). New York: Routledge<br>3. Barry, Peter. 2002. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester and New York: Manchester University Press.<br>4. Selden, Raman. Widdowson, Peter, and Brooker, Peter. 2005. A Reader's Guide to Contemporary. Literary Theory. 5th ed. New York: Pearson Longman.<br>5. Bennett, Andrew and Nicholas Royle. 2016. An Introduction to Literature, Criticism and Theory (3rd Edition). London: Routledge.<br>6. Beard, A., Elsdon, G., & Bunten, P. (2016). Oxford International AQA Examinations: International A Level English Literature. Oxford University Press. | |
| | **Pendukung :** | |
| | 1. Literary Works<br>2. Journals and Articles | |
| **Dosen Pengampu** | Diana Budi Darma, S.S., M.Pd.<br>Dr. Ali Mustofa, S.S., M.Pd.<br>Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | Being able to identify some key elements of prose writing. | Identify critically 3 out of 4 given key concepts in prose writing on short story | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, sharing and discussing the problematic issues, Q and A.<br>2 X 50 | | **Materi:** Material related to key elements: 1.Theme 2.Setting 3.Plot 4. Point of View<br>**Pustaka:** *Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge* | 3% |
| **2** | Being able to identify some key elements of prose writing. | Identify critically 5 out of 7 given key concepts in prose writing on short story. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, presentation, sharing, Q and A.<br>2 X 50 | | **Materi:** Material related to key elements: 5. Character and Characterization 6. Symbols 7. Atmosphere<br>**Pustaka:** *Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge* | 3% |
| **3** | Being able to reflect on their own experiences and perspectives to the themes and ideas presented in the literary works they are studying. | Detailed reflections on key concepts in prose writing. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, sharing and discussing the problematic issues, Q and A.<br>2 X 50 | | **Materi:** Elements of prose writing.<br>**Pustaka:** *Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge* | 3% |
| **4** | Being able to critically analyze various genres and forms of fiction using key elements of prose writing. | Properly incorporate 7 key elements of prose to a novella. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, sharing and discussing the problematic issues, Q and A.<br>2 X 50 | | **Materi:** Elements of prose writing.<br>**Pustaka:** *Tyson, Louis. 2006. Critical Theory Today: A User Friendly Gude (Second Edition). New York: Routledge* | 3% |
| **5** | Being able to deliver effective oral presentations for different audiences and purposes related to certain fiction using appropriate English. | Critically discuss in groups issues on key elements of prose writing using correct grammar. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, sharing and discussing the problematic issues, Q and A.<br>2 X 50 | | **Materi:** Elements of prose writing<br>**Pustaka:** *Tyson, Louis. 2006. Critical Theory Today: A User Friendly Gude (Second Edition). New York: Routledge* | 3% |
| **6** | Being able to develop critical thinking skills by analyzing a range of prose texts from different historical periods and cultural contexts. | Using data in a novel that connects the writings to historical eras critically. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, sharing and discussing the problematic issues, Q and A.<br>2 X 50 | | **Materi:** Historical aspects related to the fiction.<br>**Pustaka:** *Barry, Peter. 2002. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester and New York: Manchester University Press.*<br><br>**Materi:** Pick one of the literary works to be analyzed.<br>**Pustaka:** *Literary Works* | 3% |
| **7** | Being able to develop critical thinking skills by analyzing a range of prose texts from different historical periods and cultural contexts. | Using data in a novel that connects the writings to cultural context critically. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | 2 X 50 | | **Materi:** Cultural background pertaining to the fiction<br>**Pustaka:** *Barry, Peter. 2002. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester and New York: Manchester University Press.*<br><br>**Materi:** Pick one of the literary works to be analyzed.<br>**Pustaka:** *Literary Works* | 3% |
| **8** | Being able to reflect on their own experiences and perspectives to the themes and ideas presented in the literary works they are studying. | Detailed reflections on their own viewpoints and experiences in relation to the topics and ideas in fiction. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, sharing and discussing the problematic issues, Q and A.<br>2 X 50 | | **Materi:** The influence of historical and cultural aspects on fiction.<br>**Pustaka:** *Bennett, Andrew and Nicholas Royle. 2016. An Introduction to Literature, Criticism and Theory (3rd Edition). London: Routledge.*<br><br>**Materi:** Pick one of the literary works to be analyzed.<br>**Pustaka:** *Literary Works* | 3% |

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| **9** | Being able to produce a highly critical thinking essay that can relate history and culture to fiction using correct grammar. | Compose an original academic article on the relationship between culture and fiction. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | Lecturing, discussion, sharing and discussing the problematic issues, Q and A.<br>2 X 50 | | **Materi:** The influence of historical and cultural aspects on fictions.<br>**Pustaka:** *Selden, Raman. Widdowson, Peter, and Brooker, Peter. 2005. A Reader's Guide to Contemporary. Literary Theory. 5th ed. New York: Pearson Longman.*<br><br>**Materi:** Pick one of the literary works to be analyzed.<br>**Pustaka:** *Literary Works* | 20% |
| **10** | Being able to analyze contemporary issues through cultural and historical context in fiction. | Critically discuss in groups on contemporary issues through cultural context in novel. | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, sharing and discussing the problematic issues, Q and A.<br>2 X 50 | | **Materi:** Relationship between the cultural content of fiction and everyday issues.<br>**Pustaka:** *Bennett, Andrew and Nicholas Royle. 2016. An Introduction to Literature, Criticism and Theory (3rd Edition). London: Routledge.*<br><br>**Materi:** Pick one of the literary works to be analyzed.<br>**Pustaka:** *Literary Works* | 3% |
| **11** | Being able to connect cultural and historical context to contemporary issues. | Critically discuss in groups on contemporary issues through historical context in novel. | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, sharing and discussing the problematic issues, Q and A.<br>2 X 50 | | **Materi:** Relationship between historical content of fiction and everyday issues.<br>**Pustaka:** *Bennett, Andrew and Nicholas Royle. 2016. An Introduction to Literature, Criticism and Theory (3rd Edition). London: Routledge.*<br><br>**Materi:** Pick one of the literary works to be analyzed.<br>**Pustaka:** *Literary Works* | 3% |
| **12** | Being able to deliver effective oral presentations for different audiences and purposes related to certain fiction. | Conduct creative poster exhibition in groups on cultural and historical context to contemporary issues using appropriate English. | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, sharing and discussing the problematic issues, Q and A.<br>2 X 50 | | **Materi:** Relationship between the cultural and historical content of fiction and everyday issues<br>**Pustaka:** *Tyson, Louis. 2006. Critical Theory Today: A User Friendly Gude (Second Edition). New York: Routledge*<br><br>**Materi:** Pick one of the literary works to be analyzed.<br>**Pustaka:** *Literary Works* | 10% |
| **13** | Being able to compare prose text from different historical periods. | Complete a worksheet on the comparison of novels from different historical periods. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, sharing and discussing the problematic issues, Q and A.<br>2 X 50 | | **Materi:** The connection between culture and historical aspects to fiction.<br>**Pustaka:** *Barry, Peter. 2002. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester and New York: Manchester University Press.*<br><br>**Materi:** Pick one of the literary works to be analyzed.<br>**Pustaka:** *Literary Works* | 3% |
| **14** | Being able to deliver effective oral presentations for different audiences and purposes related to certain fiction. | Critically discuss in groups on the comparison of novels from different historical periods using correct English grammar. | **Kriteria:**<br>Oral and written.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, sharing and discussing the problematic issues, Q and A.<br>2 X 50 | | **Materi:** The connection between culture and historical aspects to fiction.<br>**Pustaka:** *Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge*<br><br>**Materi:** Pick one of the literary works to be analyzed.<br>**Pustaka:** *Literary Works* | 3% |

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| **15** | Being able to develop research skills by conducting on a literary topic of their choice in groups. | Analyze some novels provided from various genres using the interdisciplinary concept by constructing student's own interpretations. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, discussion, sharing and discussing the problematic issues, Q and A.<br>2 X 50 | | **Materi:** The connection between culture and historical aspects to fiction.<br>**Pustaka:** *Selden, Raman. Widdowson, Peter, and Brooker, Peter. 2005. A Reader's Guide to Contemporary. Literary Theory. 5th ed. New York: Pearson Longman.*<br><br>**Materi:** Pick one of the literary works to be analyzed.<br>**Pustaka:** *Literary Works* | 3% |
| **16** | 1.Being able to produce a highly critical thinking essay that can relate history and culture to fiction using correct grammar.<br>2.Being able to reflect on their own experiences and perspectives to the themes and ideas presented in the literary works they are studying. | 1.Compose an original academic article on the relation of history and culture to fiction in appropriate English.<br>2.Detailed reflections on their own viewpoints and experiences in relation to the topics and ideas in fiction. | **Kriteria:**<br>Written.<br><br>**Bentuk Penilaian** :<br>Tes | Lecturing, discussion, sharing and discussing the problematic issues, Q and A.<br>2 X 50 | | **Materi:** The connection between culture and historical aspects to fiction<br>**Pustaka:** *Barry, Peter. 2002. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester and New York: Manchester University Press.*<br><br>**Materi:** Pick one of the literary works to be analyzed.<br>**Pustaka:** *Literary Works* | 31% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 59% |
| 2. | Tes | 41% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Speaking for Debating | 7920202258 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 3 | 15 September 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Lina Purwaning Hartanti, S.Pd., M.EIL. ; Ephrilia Noor Fitriana, S.Hum., M.Hum. ; Uci Elly Kholidah, S.S., M.A. ; Sueb, S.Pd., M.Pd. | Lina Purwaning Hartanti, S.Pd., M.EIL. ; Ephrilia Noor Fitriana, S.Hum., M.Hum. ; Uci Elly Kholidah, S.S., M.A. ; Sueb, S.Pd., M.Pd. | Dr. Ali Mustofa, S.S., M.Pd. |

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| **Model Pembelajaran** | **Project Based Learning** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to construct arguments in the form of debate performances dealing with selected motions/topics using British Parliamentary or Australian Parliamentary. | |
| | CPMK 1.A | Develop and demonstrate effective oral communication skills, including clarity, articulation, and persuasive speaking techniques. |
| | 2. Being able to develop themselves continuously, communicate, and collaborate. | |
| | CPMK 2.A | Enhance critical thinking abilities by analyzing and evaluating arguments, evidence, and logical reasoning in debates. |
| | 3. Being able to practice debating and judge debating practices. | |
| | CPMK 3.A | Develop research skills to gather and evaluate credible sources of information and evidence to support debate arguments. |
| | 4. Being able to practice debate using appropriate grammar and correct pronunciation. | |
| | CPMK 4.A | Learn and apply principles of argumentation and persuasion to construct compelling and logically sound debate arguments. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to identify the key elements of debating, including the structure of a debate, the roles of the speakers, and the types of arguments that are commonly used. |
| | Sub-CPMK2 | To synthesize ideas and issues of given controversial topics or motions in debating. |
| | Sub-CPMK3 | To analyze the elements of argument including the basic premises and fallacies in arguments. |
| | Sub-CPMK4 | To construct cases of the controversial topics/motions. |
| | Sub-CPMK5 | To synthesize reasoning based on the cases of the controversial topics/motions. |
| | Sub-CPMK6 | To present relevant evidence in defending the case based on the controversial topics/motions |
| | Sub-CPMK7 | To construct refutation of the opposing arguments in debating activities. |
| | Sub-CPMK8 | To present justifications during debate adjudication. |
| | Sub-CPMK9 | To administer debate parliamentary, including debating tournament. |
| | Sub-CPMK10 | To administer debate parliamentary, including debating tournament. |
| | Sub-CPMK11 | To administer debate parliamentary, including debating tournament. |
| | Sub-CPMK12 | To administer debate parliamentary, including debating tournament. |
| | Sub-CPMK13 | To administer debate parliamentary, including debating tournament. |
| | Sub-CPMK14 | To administer debate parliamentary, including debating tournament. |
| | Sub-CPMK15 | To administer debate parliamentary, including debating tournament. |
| | Sub-CPMK16 | reflection |
| **Deskripsi Singkat MK** | This course aims to empower students to become confident and articulate communicators through the art of speaking for debate, aligning with UN's SDG issues. Students will hone their persuasive speaking skills, learning to craft compelling arguments, utilize effective delivery techniques, and think critically on their feet. The curriculum explores the foundations of debate theory and structure, delving into evidence-based reasoning, rebuttal strategies, and fallacies to avoid. Through group discussions, presentations, and mock debates, students will gain experience in presenting their ideas persuasively and respectfully engaging with opposing viewpoints. Assessment combines debate participation, written speeches, and peer evaluations, fostering critical thinking, collaboration, and active listening. By the end of the course, students will possess the confidence and skills to effectively advocate for their ideas in any setting, promoting informed and inclusive dialogue in a globalized world. This course uses case-based method of learning. | |
| **Pustaka** | **Utama :** | |
| | 1. Freely, A.J. & Steinberg, D.L. 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 12th edition. Wadsworth Cengage Learning.<br>2. International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book.<br>3. Meany, J. & Shuster, K. 2002. Art, Argument and Advocacy: Mastering Parliamentary Debate. New York: International Debate Education Association.<br>4. Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies) | |
| | **Pendukung :** | |
| **Dosen Pengampu** | Lina Purwaning Hartanti, S.Pd., M.EIL.<br>Imam Hanafi, S.S., M.App.Ling.<br>Ephrilia Noor Fitriana, S.Hum., M.Hum. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Being able to identify the key elements of debating, including the structure of a debate, the roles of the speakers, and the types of arguments that are commonly used. | 1.To illustrate types of debating parliamentary debate formats.<br>2.To classify the roles of each speaker in parliamentary debate.<br>3.To relate debating activities with the concept of critical thinking. | **Kriteria:**<br>Oral or speaking performance<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum | Lecture & Group Discussion<br>2 X 50 | | **Materi:** the information about debating activities and critical thinking.<br>**Pustaka:** *Freely, A.J. & Steinberg, D.L. 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 12th edition. Wadsworth Cengage Learning.* | 3% |

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| **2** | To synthesize ideas and issues of given controversial topics or motions in debating. | 1. To brainstorm the idea related to controversial topics/motions.<br>2. To construct basic cases of the given motions<br>3. To discuss the burden of proofs of the given controversial topics/motions. | **Kriteria:**<br>Oral or speaking performance<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Small-group discussionCollaborative LearningProblem-based learningPerformance<br>2 X 50 | | **Materi:** ideas and issues of given controversial topics or motions in debating.<br>**Pustaka:** *International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book.*<br><br>**Materi:** video<br>**Pustaka:** *Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)* | 3% |
| **3** | To analyze the elements of argument including the basic premises and fallacies in arguments. | 1. To point out the elements of argument, including premises and fallacies.<br>2. To analyze the strength of argument based on the elements of argument. | **Kriteria:**<br>Oral or speaking performance<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Small-group discussionCollaborative LearningPerformance<br>2 X 50 | | **Materi:** giving arguments<br>**Pustaka:** *International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book.*<br><br>**Materi:** the strength of argument based on the elements of argument.<br>**Pustaka:** *Meany, J. & Shuster, K. 2002. Art, Argument and Advocacy: Mastering Parliamentary Debate. New York: International Debate Education Association.* | 3% |
| **4** | To construct cases of the controversial topics/motions. | 1. To construct cases from the controversial topics/motions<br>2. To justify the cases of the motions they have constructed. | **Kriteria:**<br>Oral or speaking performance<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Problem-based learningSmall-group discussionCollaborative LearningPerformance<br>2 X 50 | | **Materi:** cases from the controversial topics/motions<br>**Pustaka:** *International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book.* | 5% |
| **5** | To synthesize reasoning based on the cases of the controversial topics/motions. | 1. To analyze the structure and types of reasoning in argument.<br>2. To formulate logical reasoning based on the given motions.<br>3. To defend the logic of the reasons they have formulated. | **Kriteria:**<br>Oral or speaking performance<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Problem-based learningSmall-group discussionCollaborative LearningPerformance<br>2 X 50 | | **Materi:** reasoning based on the cases of the controversial topics/motions.<br>**Pustaka:** *International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book.*<br><br>**Materi:** how to reasoning based on the cases of the controversial topics/motions.<br>**Pustaka:** *Meany, J. & Shuster, K. 2002. Art, Argument and Advocacy: Mastering Parliamentary Debate. New York: International Debate Education Association.* | 5% |
| **6** | To present relevant evidence in defending the case based on the controversial topics/motions | 1. To classify relevant evidences used in constructing strong argument.<br>2. To test the relevance of the evidence in argument.<br>3. To validate the use of evidence in supporting the argument. | **Kriteria:**<br>Oral or speaking performance<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Problem-based learningSmall-group discussionCollaborative LearningPerformance<br>2 X 50 | | **Materi:** classify relevant evidences used in constructing strong argument.<br>**Pustaka:** *International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book.* | 5% |
| **7** | To construct refutation of the opposing arguments in debating activities. | 1. To analyze the opposing arguments.<br>2. To construct refutation to disapprove the opposing arguments.<br>3. To justify the refutation to the opposing arguments effectively. | **Kriteria:**<br>Oral or speaking performance<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Problem-based learningSmall-group discussionCollaborative LearningPerformance (simulation)<br>2 X 50 | | **Materi:** refutation to disapprove the opposing arguments.<br>**Pustaka:** *Freely, A.J. & Steinberg, D.L. 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 12th edition. Wadsworth Cengage Learning.*<br><br>**Materi:** video<br>**Pustaka:** *Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)* | 5% |

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| **8** | To present justifications during debate adjudication. | 1. To summarize the run of the debate based on the elements of adjudication.<br>2. To determine the quality of the debate based on the elements of adjudication.<br>3. To provide constructive feedback to the debate. | **Kriteria:**<br>Oral or speaking performance<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Collaborative LearningPerformance (1-on-1 debate simulation)<br>2 X 50 | | **Materi:** determine the quality of the debate based on the elements of adjudication.<br>**Pustaka:** *Freely, A.J. & Steinberg, D.L. 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 12th edition. Wadsworth Cengage Learning.*<br><br>**Materi:** determine the quality of the debate based on the elements of adjudication.<br>**Pustaka:** *International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book.*<br><br>**Materi:** determine the quality of the debate based on the elements of adjudication.<br>**Pustaka:** *Meany, J. & Shuster, K. 2002. Art, Argument and Advocacy: Mastering Parliamentary Debate. New York: International Debate Education Association.* | 5% |
| **9** | To administer debate parliamentary, including debating tournament. | To administer and manage exhibition of debating tournament with different types of formants. | **Kriteria:**<br>1. Debate performance should be evaluated based on the following criteria:<br>2. MatterMethodManner<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Collaborative learningProject-based learningPerformance (simulation)<br>2 X 50 | | **Materi:** video<br>**Pustaka:** *Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)* | 5% |
| **10** | To administer debate parliamentary, including debating tournament. | To administer and manage exhibition of debating tournament with different types of formants. | **Kriteria:**<br>1. Debate performance should be evaluated based on the following criteria:<br>2. MatterMethodManner<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Collaborative learningProject-based learningPerformance (simulation)<br>2 X 50 | | **Materi:** performing debating tournament<br>**Pustaka:** *Freely, A.J. & Steinberg, D.L. 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 12th edition. Wadsworth Cengage Learning.* | 5% |
| **11** | To administer debate parliamentary, including debating tournament. | To administer and manage exhibition of debating tournament with different types of formants. | **Kriteria:**<br>1. Debate performance should be evaluated based on the following criteria:<br>2. MatterMethodManner<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Collaborative learningProject-based learningPerformance (simulation)<br>2 X 50 | | **Materi:** performing debating tournament<br>**Pustaka:** *Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)* | 5% |
| **12** | To administer debate parliamentary, including debating tournament. | To administer and manage exhibition of debating tournament with different types of formants. | **Kriteria:**<br>1. Debate performance should be evaluated based on the following criteria:<br>2. MatterMethodManner<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Collaborative learningProject-based learningPerformance (simulation)<br>2 X 50 | | **Materi:** performing debating tournament<br>**Pustaka:** *Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)* | 5% |
| **13** | To administer debate parliamentary, including debating tournament. | To administer and manage exhibition of debating tournament with different types of formants. | **Kriteria:**<br>1. Debate performance should be evaluated based on the following criteria:<br>2. MatterMethodManner<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Collaborative learningProject-based learningPerformance (simulation)<br>2 X 50 | | **Materi:** practice<br>**Pustaka:** *Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)* | 5% |
| **14** | To administer debate parliamentary, including debating tournament. | To administer and manage exhibition of debating tournament with different types of formants. | **Kriteria:**<br>1. Debate performance should be evaluated based on the following criteria:<br>2. MatterMethodManner<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Collaborative learningProject-based learningPerformance (simulation)<br>2 X 50 | | **Materi:** practice<br>**Pustaka:** *Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)* | 5% |
| **15** | To administer debate parliamentary, including debating tournament. | To administer and manage exhibition of debating tournament with different types of formants. | **Kriteria:**<br>1. Debate performance should be evaluated based on the following criteria:<br>2. MatterMethodManner<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Collaborative learningProject-based learningPerformance (simulation)<br>2 X 50 | | **Materi:** debating performance in the exam day<br>**Pustaka:** *Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)* | 30% |
| **16** | reflection | reflection of debating performance | **Kriteria:**<br>discussion<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | review and giving comment<br>2x50 | | **Materi:** lecturers' and students comment<br>**Pustaka:** *Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)* | 5% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 33.54% |
| 2. | Penilaian Praktikum | 33.54% |
| 3. | Praktik / Unjuk Kerja | 32.04% |
| | | 99.12% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.

2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Western Society and Culture | 7920202263 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 3 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Historical Understanding | |
| | CPMK 1.A | Demonstrate a comprehensive understanding of key historical events, developments, and periods in Western history. |
| | CPMK 1.B | Identify the major historical figures and their contributions within the Western context. |
| | CPMK 1.C | Analyze how historical events have shaped the contemporary Western world. |
| | 2. Cultural Awareness | |
| | CPMK 2.A | Explore the diverse cultural elements that constitute Western culture, including art, literature, music, and philosophy. |
| | CPMK 2.B | Examine the evolution of Western cultural expressions and their impact on global culture. |
| | CPMK 2.C | Recognize the interplay between cultural production and societal values. |
| | 3. Social Structures and Institutions | |
| | CPMK 3.A | Investigate the societal structures, institutions, and systems that have characterized Western societies. |
| | CPMK 3.B | Analyze the roles of religion, politics, economics, and education in shaping Western social structures. |
| | CPMK 3.C | Understand how these structures have evolved over time and influenced modern Western society. |
| | 4. Critical Thinking and Analysis | |
| | CPMK 4.A | Develop critical thinking skills by analyzing and evaluating primary and secondary sources related to Western society and culture. |
| | CPMK 4.B | Critically assess historical and contemporary issues and debates within the Western context. |
| | CPMK 4.C | Apply interdisciplinary perspectives to analyze complex cultural and societal phenomena. |
| | 5. Cultural Change and Adaptation | |
| | CPMK 5.A | Explore the ways in which Western society and culture have adapted to internal and external challenges and changes. |
| | CPMK 5.B | Examine the impact of globalization, technology, and migration on Western culture and identity. |
| | CPMK 5.C | Analyze the dynamics of cultural continuity and change within Western societies. |
| | 6. Cross-Cultural Understanding | |
| | CPMK 6.A | Compare and contrast Western societies and cultures with other global cultures, fostering cross-cultural understanding. |
| | CPMK 6.B | Identify points of connection and divergence between Western and non-Western worldviews. |
| | CPMK 6.C | Evaluate the implications of cultural exchanges and interactions on both Western and non-Western societies. |
| | 7. Ethical and Moral Dimensions | |
| | CPMK 7.A | Examine the ethical and moral values that have influenced Western thought and action throughout history. |
| | CPMK 7.B | Engage in discussions about contemporary ethical dilemmas within Western societies. |
| | CPMK 7.C | Reflect on the evolving nature of ethics and morals in the Western context. |
| | 8. Global Perspectives | |
| | CPMK 8.A | Understand the role of Western societies and cultures in the broader global context. |
| | CPMK 8.B | Evaluate the historical and contemporary impact of Western societies on world affairs. |
| | CPMK 8.C | Appreciate the cultural diversity within Western societies and recognize their global interconnectedness. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Understanding the concepts and theories related to American society and culture |
| | Sub-CPMK2 | Understanding the history of American civilization (part 1): Pre-Modern America |
| | Sub-CPMK3 | Understanding the history of American civilization (part 2): Contemporary America |
| | Sub-CPMK4 | Understanding Education system in America |
| | Sub-CPMK5 | Understanding Family life and structure in America |
| | Sub-CPMK6 | Understanding Family life and structure in America |
| | Sub-CPMK7 | Understanding Governmental systems and politics in America (part 1) |
| | Sub-CPMK8 | Understanding Governmental systems and politics in America (part 2) |
| | Sub-CPMK9 | Midterm Test: Case Studies in Western Society and Culture |
| | Sub-CPMK10 | 20th Century Western Culture: World Wars and Beyond |
| | Sub-CPMK11 | 20th Century Western Culture: Pop Culture and Counterculture |
| | Sub-CPMK12 | Globalization and Contemporary Western Culture |
| | Sub-CPMK13 | Postmodernism and Cultural Critique |
| | Sub-CPMK14 | Environmentalism and Sustainability |
| | Sub-CPMK15 | Western Society and Global Issues |
| | Sub-CPMK16 | Final Test: Case Studies in Western Society and Culture |
| **Deskripsi Singkat MK** | This subject describes American society and culture. This subject explores the history of American civilization, Education system in America, Family life and structure in America, Governmental systems and politics in America, Countercultures, Women 19s liberation, American popular culture, and others. The classroom activities are conducted through presentation, discussion, question-answer, and assignment. | |
| **Pustaka** | **Utama :** | |


1. Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.
2. Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.
3. Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan
4. West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.
5. Handouts compiled from various sources.

| | | |
|---|---|---|
| | **Pendukung :** | |
| | | |
| **Dosen Pengampu** | Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.<br>Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.<br>Uci Elly Kholidah, S.S., M.A. | |

| **Mg Ke-** | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | **Penilaian** | | **Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]** | | **Materi Pembelajaran [ Pustaka ]** | **Bobot Penilaian (%)** |
|---|---|---|---|---|---|---|---|
| | | **Indikator** | **Kriteria & Bentuk** | **Luring (*offline*)** | **Daring (*online*)** | | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** |
| **1** | Understanding the concepts and theories related to American society and culture | Being able to explain the concepts and theories related to American society and culture | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | 2 X 50 | | **Materi:**<br>Understanding the concepts and theories related to American society and culture<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:**<br>Understanding the concepts and theories related to American society and culture<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:**<br>Understanding the concepts and theories related to American society and culture<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:**<br>Understanding the concepts and theories related to American society and culture<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:**<br>Understanding the concepts and theories related to American society and culture<br>**Pustaka:** *Handouts compiled from various sources.* | 3% |

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|---|---|---|---|---|---|---|---|
| **2** | Understanding the history of American civilization (part 1): Pre-Modern America | Explain the history of American civilization (part 1): Pre-Modern America | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | 2 X 50 | | **Materi:** Understanding the history of American civilization (part 1)<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:** Understanding the history of American civilization (part 1)<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:** Understanding the history of American civilization (part 1)<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:** Understanding the history of American civilization (part 1)<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:** Understanding the history of American civilization (part 1)<br>**Pustaka:** *Handouts compiled from various sources.* | 3% |
| **3** | Understanding the history of American civilization (part 2): Contemporary America | Being able to explain the history of American civilization (part 2): Contemporary America | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | 2 X 50 | | **Materi:** Understanding the history of American civilization (part 2)<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:** Understanding the history of American civilization (part 2)<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:** Understanding the history of American civilization (part 2)<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:** Understanding the history of American civilization (part 2)<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:** Understanding the history of American civilization (part 2)<br>**Pustaka:** *Handouts compiled from various sources.* | 3% |

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| **4** | Understanding Education system in America | Being able to explain and discuss Education system in America | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | 2 X 50 | | **Materi:** Education system in America<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:** Education system in America<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:** Education system in America<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:** Education system in America<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:** Education system in America<br>**Pustaka:** *Handouts compiled from various sources.* | 3% |
| **5** | Understanding Family life and structure in America | Being able to explain and discuss Family life and structure in America | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | 2 X 50 | | **Materi:** Family life and structure in America<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:** Family life and structure in America<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:** Family life and structure in America<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:** Family life and structure in America<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:** Family life and structure in America<br>**Pustaka:** *Handouts compiled from various sources.* | 3% |

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| **6** | Understanding Family life and structure in America | Being able to communicate their ideas about Family life and structure in America | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | 2 X 50 | | **Materi:** Family life and structure in America<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:** Family life and structure in America<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:** Family life and structure in America<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:** Family life and structure in America<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:** Family life and structure in America<br>**Pustaka:** *Handouts compiled from various sources.* | 4% |
| **7** | Understanding Governmental systems and politics in America (part 1) | Beaing able to explain Governmental systems and politics in America | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | 2 X 50 | | **Materi:** Governmental systems and politics in America<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:** Governmental systems and politics in America<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:** Governmental systems and politics in America<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:** Governmental systems and politics in America<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:** Governmental systems and politics in America<br>**Pustaka:** *Handouts compiled from various sources.* | 4% |

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| **8** | Understanding Governmental systems and politics in America (part 2) | Being able to explain and communicate their ideas about Governmental systems and politics in America | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | 2 X 50 | | **Materi:** Governmental systems and politics in America<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:** Governmental systems and politics in America<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:** Governmental systems and politics in America<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:** Governmental systems and politics in America<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:** Governmental systems and politics in America<br>**Pustaka:** *Handouts compiled from various sources.* | 4% |
| **9** | Midterm Test: Case Studies in Western Society and Culture | 1. Demonstrates an understanding of key cultural norms and values in Western societies.<br>2. Provides examples of cultural practices and traditions from Western history.<br>3. Compares and contrasts Western culture with at least one non-Western culture.<br>4. Shows an ability to analyze the impact of culture on historical events or societal developments in the Western context. | **Kriteria:**<br>1. historical knowledge<br>2. cultural competency<br>3. critical thinking<br>4. communication skills<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Discuss one key contribution of the Ancient Greeks to Western culture and explain its significance.<br><br>Provide an example of a major social or cultural movement in Western society during the 20th century. Explain the goals and outcomes of this movement.<br>2 x 50 minutes | | **Materi:** midterm test<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:** midterm test<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:** midterm test<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:** midterm test<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:** midterm test<br>**Pustaka:** *Handouts compiled from various sources.* | 20% |

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|---|---|---|---|---|---|---|---|
| **10** | 20th Century Western Culture: World Wars and Beyond | Explain the 20th Century Western Culture: World Wars and Beyond | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | World Wars and their effects on culture<br>The Jazz Age and the Roaring Twenties<br>Modernist literature and art<br>Analyze excerpts from significant works<br>2 x 50 minutes | | **Materi:** 20th Century Western Culture: World Wars and Beyond<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:** 20th Century Western Culture: World Wars and Beyond<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:** 20th Century Western Culture: World Wars and Beyond<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:** 20th Century Western Culture: World Wars and Beyond<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:** 20th Century Western Culture: World Wars and Beyond<br>**Pustaka:** *Handouts compiled from various sources.* | 3% |
| **11** | 20th Century Western Culture: Pop Culture and Counterculture | explain the 20th Century Western Culture: Pop Culture and Counterculture | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Rise of popular culture and mass media<br>The counterculture movement of the 1960s<br>Influence of music, film, and fashion<br>Group analysis of iconic cultural moments<br>2 x 50 minutes | | **Materi:** 20th Century Western Culture: Pop Culture and Counterculture<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:** 20th Century Western Culture: Pop Culture and Counterculture<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:** 20th Century Western Culture: Pop Culture and Counterculture<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:** 20th Century Western Culture: Pop Culture and Counterculture<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:** 20th Century Western Culture: Pop Culture and Counterculture<br>**Pustaka:** *Handouts compiled from various sources.* | 4% |

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| **12** | Globalization and Contemporary Western Culture | explain the Globalization and Contemporary Western Culture | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Effects of globalization on Western culture<br>Multiculturalism and diversity<br>Technology and the digital age<br>Current trends in Western society<br>2 x 50 minutes | | **Materi:**<br>Globalization and Contemporary Western Culture<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:**<br>Globalization and Contemporary Western Culture<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:**<br>Globalization and Contemporary Western Culture<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:**<br>Globalization and Contemporary Western Culture<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:**<br>Globalization and Contemporary Western Culture<br>**Pustaka:** *Handouts compiled from various sources.* | 4% |
| **13** | Postmodernism and Cultural Critique | explain the Postmodernism and Cultural Critique | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Postmodernism as a cultural shift<br>Deconstruction of traditional narratives<br>Postmodern art and literature<br>Engage in a critical discussion of postmodern ideas<br>2 x 50 minutes | | **Materi:**<br>Postmodernism and Cultural Critique<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:**<br>Postmodernism and Cultural Critique<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:**<br>Postmodernism and Cultural Critique<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:**<br>Postmodernism and Cultural Critique<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:**<br>Postmodernism and Cultural Critique<br>**Pustaka:** *Handouts compiled from various sources.* | 4% |

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| **14** | Environmentalism and Sustainability | explain the Environmentalism and Sustainability | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Environmental awareness and activism<br>Western attitudes toward nature<br>Sustainable practices and challenges<br>Group discussion on environmental ethics<br>2 x 50 minutes | | **Materi:** Environmentalism and Sustainability<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:** Environmentalism and Sustainability<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:** Environmentalism and Sustainability<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:** Environmentalism and Sustainability<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:** Environmentalism and Sustainability<br>**Pustaka:** *Handouts compiled from various sources.* | 4% |
| **15** | Western Society and Global Issues | explain the Western Society and Global Issues | **Kriteria:**<br>students presentation : Content knowledge, Clarity and coherence, Contextualization, Critical thinking, Engagement, Communication and presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Western involvement in global affairs<br>Human rights and humanitarianism<br>Contemporary global challenges<br>Debate on Western responsibility<br>2 x 50 minutes | | **Materi:** Western Society and Global Issues<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:** Western Society and Global Issues<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:** Western Society and Global Issues<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:** Western Society and Global Issues<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:** Western Society and Global Issues<br>**Pustaka:** *Handouts compiled from various sources.* | 4% |

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| **16** | Final Test: Case Studies in Western Society and Culture | 1.Demonstrates an understanding of key cultural norms and values in Western societies.<br>2.Provides examples of cultural practices and traditions from Western history.<br>3.Compares and contrasts Western culture with at least one non-Western culture.<br>4.Shows an ability to analyze the impact of culture on historical events or societal developments in the Western context. | **Kriteria:**<br>1.historical knowledge<br>2.cultural competency<br>3.critical thinking<br>4.communication skills<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Identify and explain one significant cultural exchange or interaction between the Western world and another culture. Describe the impact of this exchange on both Western and non-Western societies.<br>2 x 50 minutes | | **Materi:** Final test<br>**Pustaka:** *Gems, G.R & Pfister, G. 2009. Understanding American Sports . London and New York: Routledge.*<br><br>**Materi:** Final test<br>**Pustaka:** *Oakland, John. 2002. British Civilization: an Introduction . London and New York: Routledge.*<br><br>**Materi:** Final test<br>**Pustaka:** *Sowel. Thomas. 1989. Mosaik Amerika: Sejarah Etnis Sebuah Bangsa. Jakarta: Pustaka Sinar Harapan*<br><br>**Materi:** Final test<br>**Pustaka:** *West, B.A & Murphy, F.T. 2010. A Brief History of Australia . New York: Facts on File.*<br><br>**Materi:** Final test<br>**Pustaka:** *Handouts compiled from various sources.* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 50% |
| 2. | Penilaian Portofolio | 50% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Academic Writing | 7920202274 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 4 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Prof. Slamet Setiawan, M.A., Ph.D. Pratiwi Retnaningdyah, Ph.D; Cicilia Deandra Maya Putri, S.Hum., M.A. | Ivy Silvy Cinthia Adelia, S.S., M.A. | Dr. Ali Mustofa, S.S., M.Pd. |

**Model Pembelajaran:** Project Based Learning

**Capaian Pembelajaran (CP)**

| CPL-PRODI yang dibebankan pada MK | |
|---|---|
| **1. Sikap** | |
| **2. Keterampilan Umum** | |
| CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| **3. Keterampilan Khusus** | |
| CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| **4. Pengetahuan** | |
| CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| 1. Being able to understand the principles of academic writing | |
| CPMK 1.A | Being able to differentiate academic writing from other types of writing |
| CPMK 1.B | Being able to identify and evaluate arguments |
| CPMK 1.C | Being able to evaluate the credibility and reliability of sources |
| CPMK 1.D | Being able to use appropriate citation and referencing in academic writing |
| CPMK 1.E | Being able to quote, paraphrase, and summarize credible sources |
| CPMK 1.F | Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics |
| CPMK 1.G | Being able to propose a particular topic which is feasible to be researched supported by sufficient references. |
| 2. Being able to write an essay based on a preferred topic related to the final assignment for undergraduate level | |
| CPMK 2.A | Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics |
| CPMK 2.B | Being able to propose a particular topic which is feasible to be researched supported by sufficient references. |
| 3. Being able to compose texts on the preferred topic using appropriate language and mechanics | |
| CPMK 3.A | Being able to quote, paraphrase, and summarize credible sources |
| CPMK 3.B | Being able to use appropriate grammar and vocabulary from the academic wordlist |
| CPMK 3.C | Being able to practice self-reflection and identify areas for improvement in their own writing |
| CPMK 3.D | Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics |
| CPMK 3.E | Being able to propose a particular topic which is feasible to be researched supported by sufficient references. |
| 4. Being able to present original and creative works, engage in group discussion, solve problems with critical thinking during class discussion and presentations. | |
| CPMK 4.A | Being able to quote, paraphrase, and summarize credible sources |
| CPMK 4.B | Being able to practice self-reflection and identify areas for improvement in their own writing |
| CPMK 4.C | Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics |
| CPMK 4.D | Being able to propose a particular topic which is feasible to be researched supported by sufficient references. |
| **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| Sub-CPMK1 | Being able to differentiate academic writing from other types of writing |
| Sub-CPMK2 | Being able to use appropriate grammar and vocabulary |
| Sub-CPMK3 | Being able to differentiate academic writing from other types of writing |
| Sub-CPMK4 | Being able to use appropriate grammar and vocabulary |
| Sub-CPMK5 | Being able to practice self-reflection and identify areas for improvement in their own writing |
| Sub-CPMK6 | Being able to identify and evaluate arguments |
| Sub-CPMK7 | Being able to use appropriate grammar and vocabulary |
| Sub-CPMK8 | Being able to identify and evaluate arguments |
| Sub-CPMK9 | Being able to use appropriate grammar and vocabulary |
| Sub-CPMK10 | Being able to evaluate the credibility and reliability of sources |
| Sub-CPMK11 | Being able to quote, paraphrase, and summarize credible sources |
| Sub-CPMK12 | Being able to practice self-reflection and identify areas for improvement in their own writing |
| Sub-CPMK13 | Being able to use appropriate citation and referencing in academic writing |
| Sub-CPMK14 | Being able to propose a particular topic that is feasible to be researched supported by sufficient references |
| Sub-CPMK15 | Being able to propose a particular topic that is feasible to be researched supported by sufficient references |
| Sub-CPMK16 | Being able to propose a particular topic that is feasible to be researched supported by sufficient references |
| Sub-CPMK17 | Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics |
| Sub-CPMK18 | Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics |
| Sub-CPMK19 | Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics |
| Sub-CPMK20 | Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics |
| Sub-CPMK21 | Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics |

**Deskripsi Singkat MK:** This course is designed to improve students' academic writing skills. It covers different aspects of academic writing such as critical thinking, research skills, citation and referencing, academic language, and reflective practice.

**Pustaka**

**Utama :**


1. Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )
2. Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press
3. Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St
4. Oshima, Alice and Hogue, Ann. 1999. Writing Academic English. New York: Longman


**Pendukung :**

1. Journals
2. Mendeley Reference Manager

**Dosen Pengampu:** Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.
Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.
Uci Elly Kholidah, S.S., M.A.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1.Being able to differentiate academic writing from other types of writing<br>2.Being able to use appropriate grammar and vocabulary | Complete a worksheet on identifying the characteristics of academic writing and differentiation academic writing from other types using correct grammar | **Kriteria:**<br>Answer 20 multiple choice questions. Each question is worth 5 points.<br><br>**Bentuk Penilaian** :<br>Tes | Offline<br>2 X 50 | 2 X 50 | **Materi:** Academic writing definition<br>**Pustaka:** *Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )* | 5% |
| 2 | 1.Being able to differentiate academic writing from other types of writing<br>2.Being able to use appropriate grammar and vocabulary | Complete a worksheet on identifying the characteristics of academic writing and differentiation academic writing from other types using correct grammar | **Kriteria:**<br>Answer 20 multiple choice questions. Each question is worth 5 points.<br><br>**Bentuk Penilaian** :<br>Tes | Discussion<br>Individual assignment<br>2 X 50 | Discussion<br>Individual assignment<br>2 X 50 | **Materi:** Academic writing definition<br>**Pustaka:** *Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )* | 5% |
| 3 | Being able to practice self-reflection and identify areas for improvement in their own writing | Complete reflective notes on student's writing skill development | **Kriteria:**<br>1.Depth of Reflection (1-4)<br>2.Connection to Experience (1-4)<br>3.Grammar and mechanics (1-4)<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Individual assignment<br>2 X 50 | Individual assignment | **Materi:** identify argumentation<br>**Pustaka:** *Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press* | 5% |
| 4 | 1.Being able to identify and evaluate arguments<br>2.Being able to use appropriate grammar and vocabulary | Answer worksheet in evaluating arguments, avoiding fallacies in reasoning, and defining critical thinking | **Kriteria:**<br>Answer multiple choice questions.<br><br>**Bentuk Penilaian** :<br>Tes | Demonstration Discussion Lecturing Question-Answer Exercises<br>2 X 50 | Demonstration Discussion Lecturing Question-Answer Exercises | **Materi:** Identifying arguments<br>**Pustaka:** *Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press* | 5% |
| 5 | 1.Being able to identify and evaluate arguments<br>2.Being able to use appropriate grammar and vocabulary | Answer worksheet in evaluating arguments, avoiding fallacies in reasoning, and defining critical thinking | **Kriteria:**<br>Answer multiple choice questions.<br><br>**Bentuk Penilaian** :<br>Tes | Demonstration Discussion Lecturing Question-Answer Exercises<br>2 X 50 | Demonstration Discussion Lecturing Question-Answer Exercises | **Materi:** Identifying arguments<br>**Pustaka:** *Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press* | 5% |
| 6 | Being able to evaluate the credibility and reliability of sources | Classify different types of sources, evaluate the credibility and reliability of sources | **Kriteria:**<br>being able to answer the questions given in the classroom<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Discussion<br>Individual assignment<br>2 X 50 | Discussion<br>Individual assignment | **Materi:** Identifying sources<br>**Pustaka:** *Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )*<br><br>**Materi:** Using mendeley<br>**Pustaka:** *Mendeley Reference Manager* | 5% |
| 7 | Being able to quote, paraphrase, and summarize credible sources | creating quote, paraphrase, and summarize credible sources | **Kriteria:**<br>5<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Discussion<br>Individual assignment<br>2 X 50 | Discussion<br>Individual assignment<br>2 X 50 | **Materi:** how to create quote, paraphrase, and summarize credible sources<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St* | 10% |
| 8 | Being able to practice self-reflection and identify areas for improvement in their own writing | Complete reflective notes on student's writing skill development | **Kriteria:**<br>1.Depth of Reflection (1-4)<br>2.Connection to Experience (1-4)<br>3.Grammar and mechanics (1-4)<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Individual assignment<br>2 X 50 | Individual assignment | **Materi:** creating their own writing<br>**Pustaka:** *Oshima, Alice and Hogue, Ann. 1999. Writing Academic English. New York: Longman* | 2% |
| 9 | 1.Being able to use appropriate citation and referencing in academic writing<br>2.Being able to propose a particular topic that is feasible to be researched supported by sufficient references | 1.Compile a list of references from various sources<br>2.Produce an annotated bibliography based on at least 10 references to be used in a scholarly paper | **Kriteria:**<br>1.Content with Title and Theme (1-4)<br>2.Accuracy of Writing Procedure (1-4)<br>3.Depth/Clarity of Content (1-4)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | The lesson is conducted synchronously with the following steps:<br>1. Determining fundamental questions: understanding the basic concept of AB<br>2. Project planning: understanding the procedure of creating AB and grouping<br>3. Scheduling: creating a project timeline<br>4. Monitoring: monitoring students participation and AB development, providing input if necessary.<br>2 X 50 | After watching a video on introduction to AB, the lesson is conducted asynchronously with the following steps:<br>1. Determining fundamental questions: understanding the basic concept of AB<br>2. Project planning: understanding the procedure of creating AB and grouping<br>3. Scheduling: creating a project timeline<br>4. Monitoring: monitoring students participation and AB development, providing input if necessary.<br>2 X 50 | **Materi:** Using Mendeley<br>**Pustaka:** *Mendeley Reference Manager* | 10% |
| 10 | Being able to propose a particular topic that is feasible to be researched supported by sufficient references | Produce an annotated bibliography based on at least 10 references to be used in a scholarly paper | **Kriteria:**<br>1.Content with Title and Theme (1-4)<br>2.Accuracy of Writing Procedure (1-4)<br>3.Depth/Clarity of Content (1-4)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | The lesson is conducted synchronously with the following steps:<br>1. Determining fundamental questions: understanding the basic concept of AB<br>2. Project planning: understanding the procedure of creating AB and grouping<br>3. Scheduling: creating a project timeline<br>4. Monitoring: monitoring students participation and AB development, providing input if necessary.<br>2 X 50 | After watching a video on introduction to AB, the lesson is conducted asynchronously with the following steps:<br>1. Determining fundamental questions: understanding the basic concept of AB<br>2. Project planning: understanding the procedure of creating AB and grouping<br>3. Scheduling: creating a project timeline<br>4. Monitoring: monitoring students participation and AB development, providing input if necessary.<br>2 X 50 | **Materi:** Using Mendeley<br>**Pustaka:** *Mendeley Reference Manager*<br><br>**Materi:** Bibliography<br>**Pustaka:** *Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )*<br><br>**Materi:** Bibliography<br>**Pustaka:** *Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press* | 5% |

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| **11** | Being able to propose a particular topic that is feasible to be researched supported by sufficient references | Produce an annotated bibliography based on at least 10 references to be used in a scholarly paper | **Kriteria:**<br>1.Content with Title and Theme (1-4)<br>2.Accuracy of Writing Procedure (1-4)<br>3.Depth/Clarity of Content (1-4)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | The lesson is conducted synchronously with the following steps:<br>1. Monitoring: monitoring student's participation and AB development, providing input if necessary.<br>2. Testing: discussing AB drafts, measuring standard achievements, creating a presentation.<br>3. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning.<br>2 X 50 | The lesson is conducted asynchronously with the following steps:<br>4. Monitoring: monitoring students participation and AB development, providing input if necessary.<br>5. Testing: discussing AB drafts, measuring standard achievements, creating a presentation.<br>6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning.<br>2 X 50 | **Materi:** Using Mendeley<br>**Pustaka:** *Mendeley Reference Manager*<br><br>**Materi:** Bibliography<br>**Pustaka:** *Bailey, S. 2011. Academic writing: A handbook for international students (Third ed. )*<br><br>**Materi:** Bibliography<br>**Pustaka:** *Coe, Norman., et.al. 1986. Writing Skills. London: Cambridge University Press* | 5% |
| **12** | Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics | Write an original article on the area of literature or linguistics using appropriate structure, grammar, and mechanics | **Kriteria:**<br>1.Relevant Content with Title and Theme (1-4)<br>2.using fluent and logical sequencing and development )1-4)<br>3.Mastery of convention and mechanics (1-4)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | The lesson is conducted synchronously with the following steps:<br>1. Determining fundamental questions: understanding the basic concept of academic article.<br>2. Project planning: understanding the procedure of creating article.<br>3. Scheduling: creating a project timeline<br>4. Monitoring: monitoring students participation and article development, providing input if necessary.<br>2 X 50 | The lesson is conducted asynchronously with the following steps:<br>1. Determining fundamental questions: understanding the basic concept of academic article.<br>2. Project planning: understanding the procedure of creating article.<br>3. Scheduling: creating a project timeline<br>4. Monitoring: monitoring students participation and article development, providing input if necessary.<br>2 X 50 | **Materi:** relevant journals<br>**Pustaka:** *Journals* | 3% |
| **13** | Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics | Write an original article on the area of literature or linguistics using appropriate structure, grammar, and mechanics | **Kriteria:**<br>1.Content with Title and Theme (1-4)<br>2.Accuracy of Writing Procedure (1-4)<br>3.Depth/Clarity of Content (1-4)<br>4.Appropriate mechanics used (1-4)<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | The lesson is conducted synchronously with the following steps:<br>1. Determining fundamental questions: understanding the basic concept of academic article.<br>2. Project planning: understanding the procedure of creating article.<br>3. Scheduling: creating a project timeline<br>4. Monitoring: monitoring students participation and article development, providing input if necessary.<br>2 X 50 | The lesson is conducted asynchronously with the following steps:<br>1. Determining fundamental questions: understanding the basic concept of academic article.<br>2. Project planning: understanding the procedure of creating article.<br>3. Scheduling: creating a project timeline<br>4. Monitoring: monitoring students participation and article development, providing input if necessary.<br>2 X 50 | **Materi:** relevant journals<br>**Pustaka:** *Journals* | 5% |
| **14** | Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics | Write an original article on the area of literature or linguistics using appropriate structure, grammar, and mechanics | **Kriteria:**<br>1.Content with Title and Theme (1-4)<br>2.Accuracy of Writing Procedure (1-4)<br>3.Depth/Clarity of Content (1-4)<br>4.Using appropriate mechanics (1-4)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | The lesson is conducted synchronously with the following steps:<br>1. Determining fundamental questions: understanding the basic concept of academic article.<br>2. Project planning: understanding the procedure of creating article.<br>3. Scheduling: creating a project timeline<br>4. Monitoring: monitoring students participation and article development, providing input if necessary.<br>2 X 50 | The lesson is conducted asynchronously with the following steps:<br>1. Determining fundamental questions: understanding the basic concept of academic article.<br>2. Project planning: understanding the procedure of creating article.<br>3. Scheduling: creating a project timeline<br>4. Monitoring: monitoring students participation and article development, providing input if necessary.<br>2 X 50 | **Materi:** relevant journals<br>**Pustaka:** *Journals* | 10% |
| **15** | Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics | Write an original article on the area of literature or linguistics using appropriate structure, grammar, and mechanics | **Kriteria:**<br>1.Content with Title and Theme (1-4)<br>2.Accuracy of Writing Procedure (1-4)<br>3.Depth/Clarity of Content (1-4)<br>4.Appropriate mechanics (1-4)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | The lesson is conducted synchronously with the following steps:<br>4. Monitoring: monitoring student's participation and article development, providing input if necessary.<br>5. Testing: discussing article drafts, measuring standard achievements, creating a presentation.<br>6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning.<br>2 X 50 | The lesson is conducted synchronously with the following steps:<br>4. Monitoring: monitoring student's participation and article development, providing input if necessary.<br>5. Testing: discussing article drafts, measuring standard achievements, creating a presentation.<br>6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning.<br>2 X 50 | **Materi:** relevant journals<br>**Pustaka:** *Journals* | 10% |
| **16** | Being able to compose an original academic article on a preferred topic using appropriate grammar and mechanics | Write an original article on the area of literature or linguistics using appropriate structure, grammar, and mechanics | **Kriteria:**<br>1.Content with Title and Theme (1-4)<br>2.Accuracy of Writing Procedure (1-4)<br>3.Depth/Clarity of Content (1-4)<br>4.Appropriate mechanics (1-4)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | The lesson is conducted synchronously with the following steps:<br>4. Monitoring: monitoring student's participation and article development, providing input if necessary.<br>5. Testing: discussing article drafts, measuring standard achievements, creating a presentation.<br>6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning.<br>2 X 50 | The lesson is conducted synchronously with the following steps:<br>4. Monitoring: monitoring student's participation and article development, providing input if necessary.<br>5. Testing: discussing article drafts, measuring standard achievements, creating a presentation.<br>6. Reflection and Evaluation: presenting the project, responding to results, and reflecting on learning.<br>2 X 50 | **Materi:** relevant journals<br>**Pustaka:** *Journals* | 10% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Penilaian Hasil Project / Penilaian Produk | 53% |
| 2. | Penilaian Portofolio | 22% |
| 3. | Praktik / Unjuk Kerja | 5% |
| 4. | Tes | 20% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.

3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Drama Appreciation | 7920202283 | | T=2 | P=0 | ECTS=3.18 | 4 | 5 Mei 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Dr. Ali Mustofa, S.S, M.Pd | Ephrilia Noor Fitriana, S.Hum., M.Hum | Dr. Ali Mustofa, S.S., M.Pd. |

**Model Pembelajaran:** Case Study

**Capaian Pembelajaran (CP)**

**CPL-PRODI yang dibebankan pada MK**

| | |
|---|---|
| **1. Sikap** | |
| CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| **2. Keterampilan Umum** | |
| CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| **3. Keterampilan Khusus** | |
| CPL 3.A | : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. |
| **4. Pengetahuan** | |
| CPL 4.A | Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication |
| CPL 4.B | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |

**Capaian Pembelajaran Mata Kuliah (CPMK)**

1. Students should be able to identify and analyze key elements of drama, such as plot, character development, dialogue, setting, and symbolism in various theatrical works
2. Students should gain an understanding of different dramatic forms and genres, including tragedy, comedy, farce, and drama, and be able to differentiate between them
3. Students should be able to place dramatic works within their historical and cultural context, understanding how societal changes have influenced the development of drama
4. Students should be able to develop critical thinking skills by evaluating and critiquing theatrical performances and scripts, considering factors such as acting, direction, staging, and thematic relevance
5. students should be able interpret the meaning and messages conveyed by various dramatic works, discussing how themes and symbolism contribute to overall message
6. students should be able to develop effective communication skills both written and oral, to articulate their thought and opinions about dramatic works and performances

**Kemampuan akhir tiap tahapan belajar (Sub-CPMK)**

| | |
|---|---|
| Sub-CPMK1 | Being able to demonstrate an understanding of the elements of drama, such as character development, plot, dialogue, stage design, and performance, and how they work together to create a theatrical experience |
| Sub-CPMK2 | Being able to demonstrate an understanding of the elements of drama, such as character development, plot, dialogue, stage design, and performance, and how they work together to create a theatrical experience |
| Sub-CPMK3 | Being able to analyze plays from different eras and cultures, using critical thinking skills to evaluate the play's themes, literary devices, and historical and cultural context |
| Sub-CPMK4 | Being able to analyze plays from different eras and cultures, using critical thinking skills to evaluate the play's themes, literary devices, and historical and cultural context |
| Sub-CPMK5 | Being able to collaborate effectively in a group setting, developing teamwork and communication skills through project-based learning. |
| Sub-CPMK6 | Being able to collaborate effectively in a group setting, developing teamwork and communication skills through project-based learning |
| Sub-CPMK7 | Being able to communicate effectively in writing, using clear and concise language to present their ideas and analysis of drama |
| Sub-CPMK8 | Being able to communicate effectively in writing, using clear and concise language to present their ideas and analysis of drama |
| Sub-CPMK9 | Being able to demonstrate an appreciation of the art of drama, including its ability to explore the human condition, provide insight into human behavior, and offer commentary on social and cultural issues |
| Sub-CPMK10 | Being able to communicate effectively in writing, using clear and concise language to present their ideas and analysis of drama |
| Sub-CPMK11 | Being able to demonstrate an appreciation of the art of drama, including its ability to explore the human condition, provide insight into human behavior, and offer commentary on social and cultural issues |
| Sub-CPMK12 | Being able to attend live performances and engage in reflective analysis of those performances, using critical thinking skills to evaluate the production and its impact |
| Sub-CPMK13 | Being able to demonstrate an ability to think critically, evaluating evidence and arguments to draw conclusions and form informed opinions about the meaning and significance of drama |
| Sub-CPMK14 | Being able to demonstrate an ability to think critically, evaluating evidence and arguments to draw conclusions and form informed opinions about the meaning and significance of drama |
| Sub-CPMK15 | Being able to demonstrate an ability to think critically, evaluating evidence and arguments to draw conclusions and form informed opinions about the meaning and significance of drama |
| Sub-CPMK16 | Being able to identify the techniques used by playwrights and directors to convey their messages |
| Sub-CPMK17 | Being able to identify the techniques used by playwrights and directors to convey their messages |
| Sub-CPMK18 | Being able to experiment with different forms of drama and explore their own artistic voice |
| Sub-CPMK19 | Being able to identify the techniques used by playwrights and directors to convey their messages |
| Sub-CPMK20 | Being able to experiment with different forms of drama and explore their own artistic voice |
| Sub-CPMK21 | Being able to attend live performances and engage in reflective analysis of those performances, using critical thinking skills to evaluate the production and its impact |
| Sub-CPMK22 | Being able to demonstrate an ability to think critically, evaluating evidence and arguments to draw conclusions and form informed opinions about the meaning and significance of drama |
| Sub-CPMK23 | Being able to identify the techniques used by playwrights and directors to convey their messages. |
| Sub-CPMK24 | Being able to attend live performances and engage in reflective analysis of those performances, using critical thinking skills to evaluate the production and its impact |
| Sub-CPMK25 | Being able to develop their performance skills, including vocal projection, physical expression, and stage presence |
| Sub-CPMK26 | Being able to demonstrate an ability to think critically, evaluating evidence and arguments to draw conclusions and form informed opinions about the meaning and significance of drama |
| Sub-CPMK27 | Being able to identify the techniques used by playwrights and directors to convey their messages. |
| Sub-CPMK28 | Being able to develop their performance skills, including vocal projection, physical expression, and stage presence |
| Sub-CPMK29 | Being able to develop their performance skills, including vocal projection, physical expression, and stage presence |
| Sub-CPMK30 | Being able to develop self-awareness and identify areas for improvement in their artistic and personal growth |
| Sub-CPMK31 | Being able to collaborate effectively in a group setting, developing teamwork and communication skills through project-based learning. |
| Sub-CPMK32 | 10 Being able to develop their performance skills, including vocal projection, physical expression, and stage presence |

**Deskripsi Singkat MK:** This course is designed to provide students with an in-depth understanding and appreciation of the art of drama. Through the analysis of plays from different eras and cultures, students will develop critical thinking skills and gain insights into human behaviour and the human condition. The course will explore the various elements of drama, such as character development, plot, dialogue, stage design, and performance. The course will utilize a project-based approach to learning, with students working on projects throughout the semester that integrate the knowledge and skills they have acquired. The projects will be designed to be collaborative and interactive, encouraging students to work together to deepen their understanding of the course material

**Pustaka**

**Utama :**


1. Hornbrook, David. 2002. On The Subject Of Drama . London: Routledge
2. Norton, Glyn. P. 2008. The Cambridge History of Literary Criticism Volume III The Renaissance . New York: Cambridge University Press.
3. Richards, I.A. 2004. Principles of Literary Principles . New York: Routldge
4. Barnet, Sylvan, M. Berman, W. Burto. And M. Stubbs. 1996. Literature for Composition: Essay, Fiction, Poetry, and Drama. New York: harper Collins.
5. Perrine, Lawrence.1974. Literature: Structure, Sound, and Sense. New York: Harcourt Brace Jovanovich.
6. Bloom, Harold. 2007. The Glass Menagerie by Tennessee Williams . Bloom's Literary Criticism: New York
7. Wilde, Oscar Wilde. An Ideal Husband . Icon Group international, Inc:San Diego


**Pendukung :**

**Dosen Pengampu:** Dr. Much. Koiri, M.Si.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|

| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
|---|---|---|---|---|---|---|---|
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Being able to demonstrate an understanding of the elements of drama, such as character development, plot, dialogue, stage design, and performance, and how they work together to create a theatrical experience | Write a reflection or analysis of a theatrical production they have seen or read | **Kriteria:**<br>1.Play Selection<br>2.Critical Analysis<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja, Tes | Offline:<br>Discussion and answer-question session<br>2 X 50 | | **Materi:** Story, plot, character, theme, and setting<br>**Pustaka:** *Hornbrook, David. 2002. On The Subject Of Drama . London: Routledge* | 3% |
| 2 | 1.Being able to demonstrate an understanding of the elements of drama, such as character development, plot, dialogue, stage design, and performance, and how they work together to create a theatrical experience<br>2.Being able to analyze plays from different eras and cultures, using critical thinking skills to evaluate the play's themes, literary devices, and historical and cultural context | Demonstrate your understanding of how the elements of drama were used to create the theatrical experience with special reference to Tenessee Williams' "The Glass Menagerie" | **Kriteria:**<br>1.Play Selection<br>2.Critical Analysis<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline: lecture, sharing and discussion, Q and A<br>2 X 50 | | **Materi:** Plot and Structure of Play<br>**Pustaka:** *Hornbrook, David. 2002. On The Subject Of Drama . London: Routledge*<br><br>**Materi:** Story and Plot, Character and themes, setting and culture<br>**Pustaka:** *Norton, Glyn. P. 2008. The Cambridge History of Literary Criticism Volume III The Renaissance . New York: Cambridge University Press.*<br><br>**Materi:** The elements of drama<br>**Pustaka:** *Barnet, Sylvan, M. Berman, W. Burto. And M. Stubbs. 1996. Literature for Composition: Essay, Fiction, Poetry, and Drama. New York: harper Collins.* | 3% |
| 3 | 1.Being able to analyze plays from different eras and cultures, using critical thinking skills to evaluate the play's themes, literary devices, and historical and cultural context<br>2.Being able to collaborate effectively in a group setting, developing teamwork and communication skills through project-based learning. | Identify the historical and cultural contexts of a play's creation and production (with special references to plays such as "A Doll's House" and "The Important of Being Ernest" | **Kriteria:**<br>1.Play Selection<br>2.Critical Analysis<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja, Tes | Offline: lecture, sharing and discussion, Q and A<br>2 X 50 | | **Materi:** The Introduction to Drama<br>**Pustaka:** *Hornbrook, David. 2002. On The Subject Of Drama . London: Routledge*<br><br>**Materi:** The History of Drama<br>**Pustaka:** *Norton, Glyn. P. 2008. The Cambridge History of Literary Criticism Volume III The Renaissance . New York: Cambridge University Press.*<br><br>**Materi:** The elements of drama<br>**Pustaka:** *Richards, I.A. 2004. Principles of Literary Principles . New York: Routldge* | 3% |
| 4 | 1.Being able to collaborate effectively in a group setting, developing teamwork and communication skills through project-based learning<br>2.Being able to communicate effectively in writing, using clear and concise language to present their ideas and analysis of drama | Analyze the ways in which historical and cultural contexts shape a play's themes and literary devices (with special references to "The Death of Salesman" and "The Boor" | **Kriteria:**<br>1.Story and Plot<br>2.Critical Analysis<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline: Lecture, Sharing and Discussion, Q and A (reflection)<br>2 X 50 | | **Materi:** Story and Plot<br>**Pustaka:** *Norton, Glyn. P. 2008. The Cambridge History of Literary Criticism Volume III The Renaissance . New York: Cambridge University Press.*<br><br>**Materi:** Theme and Tone, Voice and conflict<br>**Pustaka:** *Richards, I.A. 2004. Principles of Literary Principles . New York: Routldge*<br><br>**Materi:** The history of performance and drama as literature<br>**Pustaka:** *Barnet, Sylvan, M. Berman, W. Burto. And M. Stubbs. 1996. Literature for Composition: Essay, Fiction, Poetry, and Drama. New York: harper Collins.* | 3% |

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| **5** | 1.Being able to communicate effectively in writing, using clear and concise language to present their ideas and analysis of drama<br>2.Being able to demonstrate an appreciation of the art of drama, including its ability to explore the human condition, provide insight into human behavior, and offer commentary on social and cultural issues | 1.Analyze the techniques used to develop a character in a play, such as dialogue, action, and motivation (with special reference to "Los Vendidos"<br>2.Identify the themes and symbols in a play and analyze their significance (with special references to "Much a Do without a Thing" | **Kriteria:**<br>1.Story and Plot<br>2.Critical Analysis<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline: Lecture, sharing and discussion, Q and A (reflection)<br>2 X 50 | | **Materi:** How to analyze drama?<br>**Pustaka:** *Richards, I.A. 2004. Principles of Literary Principles . New York: Routldge*<br><br>**Materi:** The elements of drama<br>**Pustaka:** *Barnet, Sylvan, M. Berman, W. Burto. And M. Stubbs. 1996. Literature for Composition: Essay, Fiction, Poetry, and Drama. New York: harper Collins.*<br><br>**Materi:** The meaning of symbol, metaphor, and other elements in drama<br>**Pustaka:** *Perrine, Lawrence.1974. Literature: Structure, Sound, and Sense. New York: Harcourt Brace Jovanovich.* | 4% |
| **6** | 1.Being able to communicate effectively in writing, using clear and concise language to present their ideas and analysis of drama<br>2.Being able to demonstrate an appreciation of the art of drama, including its ability to explore the human condition, provide insight into human behavior, and offer commentary on social and cultural issues | Apply critical thinking skills to evaluate the effectiveness of a character's development in a play (with special reference to "Pillars of Society" | **Kriteria:**<br>1.Story and Plot<br>2.Critical Analysis<br>3.Creativity and Originality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja, Tes | Offline: Lecturing, Sharing and Discussion, Q and A (for reflection)<br>2 X 50 | | **Materi:** Story and Plot, theme and character, setting and character development<br>**Pustaka:** *Hornbrook, David. 2002. On The Subject Of Drama . London: Routledge*<br><br>**Materi:** Analyzing Ibsen's "The Pillars of Society"<br>**Pustaka:** *Perrine, Lawrence.1974. Literature: Structure, Sound, and Sense. New York: Harcourt Brace Jovanovich.* | 3% |
| **7** | 1.Being able to attend live performances and engage in reflective analysis of those performances, using critical thinking skills to evaluate the production and its impact<br>2.Being able to demonstrate an ability to think critically, evaluating evidence and arguments to draw conclusions and form informed opinions about the meaning and significance of drama | Apply your critical thinking skills and analysis to future performances, and how attending live theater can contribute to your personal and artistic growth | **Kriteria:**<br>1.Play Selection<br>2.Critical Analysis<br>3.Creativity and Originality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline: Lecture, sharing and discussion, Q and A (for reflection)<br>2 X 50 | | **Materi:** Story and Plot<br>**Pustaka:** *Hornbrook, David. 2002. On The Subject Of Drama . London: Routledge*<br><br>**Materi:** Character, setting, themes, and some related informations regarding the play being discussed<br>**Pustaka:** *Barnet, Sylvan, M. Berman, W. Burto. And M. Stubbs. 1996. Literature for Composition: Essay, Fiction, Poetry, and Drama. New York: harper Collins.* | 3% |
| **8** | Being able to demonstrate an ability to think critically, evaluating evidence and arguments to draw conclusions and form informed opinions about the meaning and significance of drama | Evaluate the ways in which the structure of a play contributes to its overall impact (with special references of "The Ile") | **Kriteria:**<br>1.Story and Plot<br>2.Critical Analysis<br>3.Creativity and Originality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja, Tes | Offline: lecture, analyze some selected plays, sharing and discussion, Q and A (for reflection)<br>2 X 50 | | **Materi:** The Structure of the Play<br>**Pustaka:** *Barnet, Sylvan, M. Berman, W. Burto. And M. Stubbs. 1996. Literature for Composition: Essay, Fiction, Poetry, and Drama. New York: harper Collins.*<br><br>**Materi:** The History of modern drama and its conflict developments<br>**Pustaka:** *Barnet, Sylvan, M. Berman, W. Burto. And M. Stubbs. 1996. Literature for Composition: Essay, Fiction, Poetry, and Drama. New York: harper Collins.* | 5% |

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| **9** | 1.Being able to demonstrate an ability to think critically, evaluating evidence and arguments to draw conclusions and form informed opinions about the meaning and significance of drama<br>2.Being able to identify the techniques used by playwrights and directors to convey their messages | Analyze the language and dialogue of a play, including its style, tone, and subtext (with special references of "Fences") | **Kriteria:**<br>1.Story and Plot<br>2.Critical Analysis<br>3.Creativity and Originality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja, Tes | Offline: Lecture, sharing and discussion, Q and A (for reflection)<br>2 x 50 | | **Materi:** Theme, style, and tone<br>**Pustaka:** *Barnet, Sylvan, M. Berman, W. Burto. And M. Stubbs. 1996. Literature for Composition: Essay, Fiction, Poetry, and Drama. New York: harper Collins.*<br><br>**Materi:** Social and cultural background of the play and author<br>**Pustaka:** *Perrine, Lawrence.1974. Literature: Structure, Sound, and Sense. New York: Harcourt Brace Jovanovich.* | 3% |
| **10** | 1.Being able to identify the techniques used by playwrights and directors to convey their messages<br>2.Being able to experiment with different forms of drama and explore their own artistic voice | Apply critical thinking skills to evaluate the ways in which themes and symbols contribute to a play's overall impact (with special references of "Antigone" | **Kriteria:**<br>1.Story and Plot<br>2.Critical Analysis<br>3.Creativity and Originality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja, Tes | Offline: Lecture, Sharing and Discussion, Q and A (for Reflection)<br>2 x 50 | | **Materi:** Story and Genre, Style and Language<br>**Pustaka:** *Hornbrook, David. 2002. On The Subject Of Drama . London: Routledge*<br><br>**Materi:** Setting, conflict, themes, and context of the play<br>**Pustaka:** *Norton, Glyn. P. 2008. The Cambridge History of Literary Criticism Volume III The Renaissance . New York: Cambridge University Press.* | 3% |
| **11** | 1.Being able to identify the techniques used by playwrights and directors to convey their messages<br>2.Being able to experiment with different forms of drama and explore their own artistic voice | Apply critical thinking skills to evaluate the ways in which themes and symbols contribute to a play's overall impact. | **Kriteria:**<br>1.Story and Plot<br>2.Critical Analysis<br>3.Creativity and Originality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja, Tes | Offline: Lecture, sharing and discussion, Q and A (for reflection)<br>2 x 50 | | **Materi:** Themes and Symbols<br>**Pustaka:** *Hornbrook, David. 2002. On The Subject Of Drama . London: Routledge*<br><br>**Materi:** Themes and the structure of a play<br>**Pustaka:** *Barnet, Sylvan, M. Berman, W. Burto. And M. Stubbs. 1996. Literature for Composition: Essay, Fiction, Poetry, and Drama. New York: harper Collins.*<br><br>**Materi:** The voices in the play<br>**Pustaka:** *Perrine, Lawrence.1974. Literature: Structure, Sound, and Sense. New York: Harcourt Brace Jovanovich.* | 3% |
| **12** | 1.Being able to attend live performances and engage in reflective analysis of those performances, using critical thinking skills to evaluate the production and its impact<br>2.Being able to demonstrate an ability to think critically, evaluating evidence and arguments to draw conclusions and form informed opinions about the meaning and significance of drama<br>3.Being able to identify the techniques used by playwrights and directors to convey their messages. | Analyze the ways in which a performance can shape the meaning and impact of a play (with special references of "A Streetcar Named Desire") | **Kriteria:**<br>1.Story and Plot<br>2.Critical Analysis<br>3.Creativity and Originality<br>4.Character and performance<br>5.Audience Appeal<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | | Online: selecting plays for evaluating the elements and voices, sharing and discussion, Q and A (for reflection)<br>2 x 50 | **Materi:** Story and Plot, mileu, voice, style<br>**Pustaka:** *Hornbrook, David. 2002. On The Subject Of Drama . London: Routledge*<br><br>**Materi:** The meaning of performance and its impact to social movements<br>**Pustaka:** *Perrine, Lawrence.1974. Literature: Structure, Sound, and Sense. New York: Harcourt Brace Jovanovich.* | 5% |

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| **13** | 1.Being able to attend live performances and engage in reflective analysis of those performances, using critical thinking skills to evaluate the production and its impact<br>2.Being able to develop their performance skills, including vocal projection, physical expression, and stage presence | Evaluate the effectiveness of a performance in relation to a play's text and themes (with special references of "Hamlet") | **Kriteria:**<br>1.Story and Plot<br>2.Critical Analysis<br>3.Characters and Performance<br>4.Design of performance<br>5.Selection of play<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja, Tes | Offline: lecture, dissemination, consultation for live performance, sharing and discussion, Q and A (reflection)<br>2 x 50 | | **Materi:** Story, Plot, and Theme<br>**Pustaka:** *Hornbrook, David. 2002. On The Subject Of Drama . London: Routledge*<br><br>**Materi:** Voices, Styles, and Performance<br>**Pustaka:** *Perrine, Lawrence.1974. Literature: Structure, Sound, and Sense. New York: Harcourt Brace Jovanovich.* | 3% |
| **14** | 1.Being able to demonstrate an ability to think critically, evaluating evidence and arguments to draw conclusions and form informed opinions about the meaning and significance of drama<br>2.Being able to identify the techniques used by playwrights and directors to convey their messages.<br>3.Being able to develop their performance skills, including vocal projection, physical expression, and stage presence | Identify the conventions of theatrical production, such as stage design and lighting (with special references to the plays which have already been discussed) | **Kriteria:**<br>1.Story and Plot<br>2.Critical Analysis<br>3.Creativity and Originality<br>4.Performance Preparation<br>5.Audience Appeal<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja, Tes | Offline: sharing and discussion, Q and A (for reflection)<br>2 x 50 | | **Materi:** theatrical production, such as stage design and lighting<br>**Pustaka:** *Hornbrook, David. 2002. On The Subject Of Drama . London: Routledge* | 3% |
| **15** | 1.Being able to develop their performance skills, including vocal projection, physical expression, and stage presence<br>2.Being able to develop self-awareness and identify areas for improvement in their artistic and personal growth | Evaluate the effectiveness of a performance in relation to a play's text and themes | **Kriteria:**<br>1.Story and Plot<br>2.Critical Analysis<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja, Tes | | Online: sharing and discussion about the performance preparation, Q and A<br>2 x 50 | **Materi:** performance skills, including vocal projection, physical expression, and stage presence<br>**Pustaka:** *Hornbrook, David. 2002. On The Subject Of Drama . London: Routledge* | 3% |
| **16** | 1.Being able to collaborate effectively in a group setting, developing teamwork and communication skills through project-based learning.<br>2.10 Being able to develop their performance skills, including vocal projection, physical expression, and stage presence | Perform or create a play for a staged performance with respect to all of the information provided in the previous meetings and discussions | **Kriteria:**<br>1.Story and Plot<br>2.Critical Analysis<br>3.Creativity and Originality<br>4.Characters and Performance<br>5.Design Plan<br>6.Budget Plan<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline: Watching and Evaluating the project<br>2 x 50 | | **Materi:** Story and Structure<br>**Pustaka:** *Hornbrook, David. 2002. On The Subject Of Drama . London: Routledge*<br><br>**Materi:** Performance, voice, style and ideology<br>**Pustaka:** *Richards, I.A. 2004. Principles of Literary Principles . New York: Routldge* | 50% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 11.6% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 24.1% |
| 3. | Penilaian Praktikum | 16.1% |
| 4. | Praktik / Unjuk Kerja | 24.1% |
| 5. | Tes | 24.1% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| English Semantics and Pragmatics | 7920203059 | Mata Kuliah Wajib Program Studi | T=3 | P=0 | ECTS=4.77 | 4 | 5 Mei 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Lisetyo Ariyanti | Slamet Setiawan | Dr. Ali Mustofa, S.S., M.Pd. |

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|---|---|---|
| Model Pembelajaran | Case Study | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | |
| | 1. Sikap | |
| | 2. Keterampilan Umum | |
| | 3. Keterampilan Khusus | |
| | 4. Pengetahuan | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | |
| | 1. Being able to classify linguistic devices such as appropriate dictions and utterances both in spoken and written texts | |
| | 2. Being able to illustrate the contextual sociocultural phenomena based the concepts and theories of word meaning and speaker's meaning | |
| | 3. Being able to examine the appropriate approaches in meaning to analyze spoken and written text | |
| | 4. Being able to respond various kind problem solving of word meaning and speaker's meaning in spoken and written text | |
| | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | |
| | Sub-CPMK1 | By presenting Semantics definition, Meaning and the Dictionary |
| | Sub-CPMK2 | By presenting Meaning and context External context: sense and reference |
| | Sub-CPMK3 | By presenting Meaning and context External context: sense and reference |
| | Sub-CPMK4 | To understand the scope of meaning II: interpersonal context |
| | Sub-CPMK5 | To analyze and distinguish meanings To understand logic as representation of meaning |
| | Sub-CPMK6 | By identifying the componential analysis, Polysemy and meaning divisions |
| | Sub-CPMK7 | By identifying the componential analysis, Polysemy and meaning divisions |
| | Sub-CPMK8 | Midtest Terms |
| | Sub-CPMK9 | To apply Deixis and Distance in a language which the speaker uses to express their intended meanings |
| | Sub-CPMK10 | To apply Reference and Inference in a language which the speaker uses to express their intended meanings |
| | Sub-CPMK11 | To apply Presupposition and Entailment in a language which the speaker uses to express their intended meanings |
| | Sub-CPMK12 | To apply Cooperation and Implicature in a language which the speaker uses to express their intended meanings |
| | Sub-CPMK13 | To apply Speech Acts and Events in a language which the speaker uses to express their intended meanings |
| | Sub-CPMK14 | To apply Politeness and Interaction in a language which the speaker uses to express their intended meanings |
| | Sub-CPMK15 | To apply Conversation and Preference Structure in a language which the speaker uses to express their intended meanings |
| | Sub-CPMK16 | Final Examination |
| Deskripsi Singkat MK | The lesson deals with linguistic meaning, kinds of basic elements to make reference in characterizing the meanings of words or other linguistic units,kinds of relevant data, and how to evaluate the various possible types of data and how word meanings change. Theoretical topics covered include categorization construal acquisition of concepts metaphor blending metonymy compositionality mental spaces lexical semantic change. Various semantic domains will be examined in connection with these topics, e.g. color terms, kinship, dimensional terms, verb meaning but two domains will be treated in depth from various perspectives: the semantics of everyday concepts, and the semantics of space and motion. For pragmatics theoritical frameworks are speech acts,implicature, presupposition, relevant theory, cooperative principles, politeness principles, references, deixies, contexts and co-texts. The final project is documenting the short functional teks are found in the public areas to interpret the communication functions. | |
| Pustaka | Utama : | |


1. References
2. Crystal, D. 1995. The Cambridge Encyclopedia of English Language. New York: Cambridge :University Press.
3. Cruse, D. A. 1990. Language Meaning and Sense: Semantics. In N. E. Collinge (Ed.). An Encyclopaedia of Language. London: Routledge
4. Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics.NY: Oxford University Press.
5. Cutting, Joan. 2002. Pragmatics and Discourse: A resource book for students. New York: Routledge.
6. Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.
7. Kertez, Andras. 2004. Cognitive Semantics and Scientific Knowledge: Case studies in cognitive science of science. Amsterdam/Philadelphia: John Benjamins Publishing Company
8. Riemer, Nick. 2010. Introducing Semantics. New York: Cambridge University Press
9. Van Geenhoven, Veerle. 2006. Semantics in Acquisition. Netherland: Springer.
10. George Yule: (1996). Pragmatics. Oxford University Press.


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| Pustaka | Pendukung : |
| Dosen Pengampu | Lisetyo Ariyanti, S.S., M.Pd. |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | By presenting Semantics definition, Meaning and the Dictionary | 1.To compare between language form and language meaning<br>2.To explain and give examples of the scope of English Semantics | **Kriteria:**<br>1.Level 1: 50-59%<br>2.Level 2: 60-69%<br>3.Level 3: 70-79%<br>4.Level 4: 80-100%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | · Lecturing · Discussion · Question-Answer<br>3 X 50 | | **Materi:** 1. Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.<br>**Pustaka:** | 3% |
| 2 | By presenting Meaning and context External context: sense and reference | 1.To examine the unit of meanings<br>2.To categorize different ways of defining meaning | **Kriteria:**<br>1.Level 1: 50-59%<br>2.Level 2: 60-69%<br>3.Level 3: 70-79%<br>4.Level 4: 80-100%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | · Lecturing · Discussion · Question-Answer<br>3 X 50 | | **Materi:** Various aspects of Semantic including sense and reference<br>**Pustaka:** *Cruse, D. A. 1990. Language Meaning and Sense: Semantics. In N. E. Collinge (Ed.). An Encyclopaedia of Language. London: Routledge* | 3% |

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| **3** | By presenting Meaning and context External context: sense and reference | 1.To define the different between meaning and context To compare the concept of sense and reference To find the concept of dictionary and encyclopedia<br>2.o compare the concept of sense and reference<br>3.To find the concept of dictionary and encyclopedia | **Kriteria:**<br>1.Level 1: 50-59%<br>2.Level 2: 60-69%<br>3.Level 3: 70-79%<br>4.Level 4: 80-100%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | · Lecturing · Discussion · Question-Answer<br>3 X 50 | | **Materi:** 1. Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press<br>**Pustaka:**<br>*References* | 3% |
| **4** | To understand the scope of meaning II: interpersonal context | 1.To outline the different between speaker intention and hearer's inference<br>2.To outline the differences on antecedent and anaphora, and their aspects. | **Kriteria:**<br>1.Level 1: 50-59%<br>2.Level 2: 60-69%<br>3.Level 3: 70-79%<br>4.Level 4: 80-100%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | · Lecturing · Discussion · Question-Answer<br>3 X 50 | | **Materi:** • Speaker intention and hearer's inference , • Antecedent • Anaphora<br>**Pustaka:** *Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.* | 3% |
| **5** | To analyze and distinguish meanings To understand logic as representation of meaning | 1.To organize the lexical relations To categorize polysemy and meaning divisions To outline the different between speaker intention and hearers inference To outline the different between speaker intention and hearers inference To outline the different between speaker intention and hearers inference<br>2.To focus on the componential analysis | **Kriteria:**<br>1.Level 1: 50-59%<br>2.Level 2: 60-69%<br>3.Level 3: 70-79%<br>4.Level 4: 80-100%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | · Lecturing · Discussion · Question-Answer<br>3 X 50 | | **Materi:** • Lexical relations • Componential analysis, • Polysemy and meaning divisions,<br>**Pustaka:** *Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.* | 3% |
| **6** | By identifying the componential analysis, Polysemy and meaning divisions | 1.To outline the different between speaker intention and hearer's inference To outline the different between speaker intention and hearer's inference<br>2.To outline the different between speaker intention and hearer's inference | **Kriteria:**<br>1.Level 1: 50-59%<br>2.Level 2: 60-69%<br>3.Level 3: 70-79%<br>4.Level 4: 80-100%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | · Lecturing · Case study · Small group discussion · Question-Answer<br>3 X 50 | | **Materi:** Sections of polysemy and meaning divitions<br>**Pustaka:** *Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics.NY: Oxford University Press.* | 3% |
| **7** | By identifying the componential analysis, Polysemy and meaning divisions | 1.Explaining the problem-based activities: 1. Giving the written text taken from authentic sources from the internet (social media) to the students. The text contains English sentences that may have specific lexical relation<br>2.2. Identifying the componential words, polysemy and meaning in divisions | **Kriteria:**<br>1.Level 1: 50-59%<br>2.Level 2: 60-69%<br>3.Level 3: 70-79%<br>4.Level 4: 80-100%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | ·Explaining the problem-based activities:<br>1. Giving the written text taken from authentic sources from the internet (social media) to the students. The text contains English sentences that may have specific lexical relation<br>2. Identifying the componential words, polysemy and meaning in divisions.<br>3 X 50 | | **Materi:** Sections of polysemy and meaning divisions<br>**Pustaka:** *Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics.NY: Oxford University Press.* | 3% |
| **8** | Midtest Terms | Midtest terms | **Kriteria:**<br>1.Level 1 : 50 - 59%<br>2.Level 2 : 60 - 69%<br>3.Level 3 : 70 - 79%<br>4.Level 4 : 80 - 100%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | Formative / Take-home<br>3 X 50 | | **Materi:** All materials discussed in previous meetings<br>**Pustaka:** *Cruse, D. Alan.2000. Meaning in Language: An Introduction to Semantics and Pragmatics.NY: Oxford University Press.* | 20% |
| **9** | To apply Deixis and Distance in a language which the speaker uses to express their intended meanings | To use information of Deixis and Distance in a language which the speaker uses to express their intended meanings in another familiar situation | **Kriteria:**<br>1.Level 1 : 50 - 59%<br>2.Level 2 : 60 - 69%<br>3.Level 3 : 70 - 79%<br>4.Level 4 : 80 - 100%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Small group discussion<br>3 X 50 | | **Materi:** The way language uses words to point to specific people, object, times or place<br>**Pustaka:** *Crystal, D. 1995. The Cambridge Encyclopedia of English Language. New York: Cambridge :University Press.* | 3% |

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|---|---|---|---|---|---|---|---|
| **10** | To apply Reference and Inference in a language which the speaker uses to express their intended meanings | To use information of Reference and Inference in a language which the speaker uses to express their intended meanings meanings in another familiar situation | **Kriteria:**<br>1.Level 1: 50-59%<br>2.Level 2: 60-69%<br>3.Level 3: 70-79%<br>4.Level 4: 80-100%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Small group discussion<br>3 X 50 | | **Materi:** How reference and inference play a crucial role in effective communication and interpretation of language<br>**Pustaka:** *Griffiths, Patrick. 2006. An Introduction to English Semantics and Pragmatics. Edinburgh: Edinburgh University Press.* | 3% |
| **11** | To apply Presupposition and Entailment in a language which the speaker uses to express their intended meanings | To use information of Presupposition and Entailment in a language which the speaker uses to express their intended meanings in another familiar situation | **Kriteria:**<br>1.Level 1 : 50 - 59%<br>2.Level 2 : 60 - 69%<br>3.Level 3 : 70 - 79%<br>4.Level 4 : 80 - 100%<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Small group discussion<br>3 X 50 | | **Materi:** Presupposition and Entailment in a language<br>**Pustaka:** *Van Geenhoven, Veerle. 2006. Semantics in Acquisition. Netherland: Springer.* | 3% |
| **12** | To apply Cooperation and Implicature in a language which the speaker uses to express their intended meanings | To implement Cooperation and Implicature in a language which the speaker uses to express their intended meanings in another familiar situation | **Kriteria:**<br>1.Level 1 : 50 - 59%<br>2.Level 2 : 60 - 69%<br>3.Level 3 : 70 - 79%<br>4.Level 4 : 80 - 100%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Small group discussion<br>3 X 50 | | **Materi:** Cooperation and Implicature in a language<br>**Pustaka:** *Van Geenhoven, Veerle. 2006. Semantics in Acquisition. Netherland: Springer.* | 5% |
| **13** | To apply Speech Acts and Events in a language which the speaker uses to express their intended meanings | To implement Speech Acts and Events in a language which the speaker uses to express their intended meanings in another familiar situation | **Kriteria:**<br>1.Level 1 : 50 - 59%<br>2.Level 2 : 60 - 69%<br>3.Level 3 : 70 - 79%<br>4.Level 4 : 80 - 100%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Explaining the problem-based activities:<br>1. Giving the written text taken from authentic sources from the internet (social media) to the students. The text contains English sentences that may have the implicature utterances.<br>2. Identifying the maxim of conversation in the social media in the internet.<br>3 X 50 | | **Materi:** Speech Acts and Events in a language<br>**Pustaka:** *Cutting, Joan. 2002. Pragmatics and Discourse: A resource book for students. New York: Routledge.* | 5% |
| **14** | To apply Politeness and Interaction in a language which the speaker uses to express their intended meanings | To implement Politeness and Interaction in a language which the speaker uses to express their intended meanings in another familiar situation | **Kriteria:**<br>1.Level 1 : 50 - 59%<br>2.Level 2 : 60 - 69%<br>3.Level 3 : 70 - 79%<br>4.Level 4 : 80 - 100%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Small group discussion<br>3 X 50 | | **Materi:** Politeness and Interaction in a language<br>**Pustaka:** *Van Geenhoven, Veerle. 2006. Semantics in Acquisition. Netherland: Springer.* | 5% |
| **15** | To apply Conversation and Preference Structure in a language which the speaker uses to express their intended meanings | To implement Conversation and Preference Structure in a language which the speaker uses to express their intended meanings in another familiar situation | **Kriteria:**<br>1.Level 1 : 50 - 59%<br>2.Level 2 : 60 - 69%<br>3.Level 3 : 70 - 79%<br>4.Level 4 : 80 - 100%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Small-Group Discussion<br>3 X 50 | | **Materi:**<br>Conversation and Preference Structure<br>**Pustaka:** | 5% |
| **16** | Final Examination | 1.Level 1 : 50 - 59%<br>2.Level 2 : 60 - 69%<br>3.Level 3 : 70 - 79%<br>4.Level 4 : 80 - 100% | **Kriteria:**<br>Final Examination<br><br>**Bentuk Penilaian** :<br>Tes | Written test<br>3 x 50 | | **Materi:** All materials discussed in the classroom<br>**Pustaka:** *Cutting, Joan. 2002. Pragmatics and Discourse: A resource book for students. New York: Routledge.* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 39.5% |
| 2. | Praktik / Unjuk Kerja | 20.5% |
| 3. | Tes | 40% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Intrinsic Approaches to Literature | 7920202273 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 4 | 1 September 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum | Ephriliana Noor F. S.Hum., M.Hum | Dr. Ali Mustofa, S.S., M.Pd. |

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|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | CPL 4.B | Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to interpret literary works in various genres by using literary and cultural theories with respond to extrinsic elements of literature | |
| | CPMK 1.A | Being able to analyze literary texts using intrinsic approach |
| | CPMK 1.B | Being able to identify and interpret the themes, characters, settings, and language of literary works |
| | 2. Being able to apply theories of culture to analyze and respond to sociocultural phenonemena within works of literature in culturallyresponsive way | |
| | CPMK 2.A | Being able to evaluate the effectiveness of literary techniques used in the texts |
| | CPMK 2.B | Being able to understand the historical and cultural contexts of literary works |
| | 3. Being able to apply basic research methods in literary and cultural analysis to respond to issues in literary works from different ge | |
| | CPMK 3.A | Being able to appreciate the literary value of different genres and styles of literature |
| | CPMK 3.B | Being able to create original interpretations of literary works through creative response projects and demonstrate an understanding of how their own interpretations contribute to the overall meaning of the works |
| | 4. Being able to make use of English in understandable and critical way to share the ideas of the literary and cultural studies both oral and written to diseminate their ideas in classroom discussion/interaction | |
| | CPMK 4.A | Being able to appreciate the literary value of different genres and styles of literature |
| | CPMK 4.B | Being able to create original interpretations of literary works through creative response projects and demonstrate an understanding of how their own interpretations contribute to the overall meaning of the works |
| | 5. Being able to demonstrate the independent thinking in expressing the thoughts of literary and cultural phenomena to engage in classroom discussion/interaction intellectually | |
| | CPMK 5.A | Being able to work collaboratively in groups to analyze and interpret literary works through case-based or project-base activities. |
| | CPMK 5.B | Being able to reflect on their own learning and growth as readers and literary analysts through reflective activities and discussions |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | In the end of the session, the students are able to : determine the concept of intrinsic approaches to literature identify some theoretical frameworks included in intrinsic approaches to literature distinguish one concept after another in making more sense of literary analysis critically analyze the works of literature using the frameworks understudy write better argument in the frame |
| | Sub-CPMK2 | In the end of the session, the students are able to : determine the concept of intrinsic approaches to literatureidentify some theoretical frameworks included in intrinsic approaches to literaturedistinguish one concept after another in making more sense of literary analysis |
| | Sub-CPMK3 | In the end of the session, the students are able to : Determine the notion of Reader Response Criticism Identify the elements of Determine their attitude about the text Explain whether the students agree or disagree with the author of the textIdentify the text's purpose; andcriticize the text. |
| | Sub-CPMK4 | In the end of the session, the students are able to :Determine the notion of Reader Response CriticismIdentify the elements ofDetermine their attitude about the textExplain whether the students agree or disagree with the author of the textIdentify the text's purpose; andcriticize the text. |
| | Sub-CPMK5 | In the end of the session, the students are able to: Identify the notion of semiotics and literary criticism Determine the nature of semiotics in literary criticism Determine the components of linguistics elements in literary criticism Write a critical analysis on literary analysis using semiotics |
| | Sub-CPMK6 | In the end of the session, the students are able to: determine the notion of narrative structure based on Tzvetan Todorovs ideas identify the elements of narrative structure based on Tzvetan Todorovs ideas determine the notion of narrative structure in doing literary analysis write a critical analysis of narrative structure based on Tzvetan Todorovs ideas |
| | Sub-CPMK7 | In the end of the session, the students are able to: determine the narrative structure which includes some characters identification according to Vladimir Proppidentify the characters types based on Vladimir Propps theory analyze the narrative structure in the story which include some types of the characters based on Propps ideaswrite a critical analysis on a certain story by applying Propps ideas |
| | Sub-CPMK8 | Being able to identify and interpret the themes, characters, settings, and language of literary works |
| | Sub-CPMK9 | Being able to evaluate the effectiveness of literary techniques used in the texts |
| | Sub-CPMK10 | Being able to work collaboratively in groups to analyze and interpret literary works through case-based or project-base activities |
| | Sub-CPMK11 | Being able to reflect on their own learning and growth as readers and literary analysts through reflective activities and discussions |
| | Sub-CPMK12 | Being able to identify and interpret the themes, characters, settings, and language of literary works |
| | Sub-CPMK13 | Being able to evaluate the effectiveness of literary techniques used in the texts |
| | Sub-CPMK14 | Being able to understand the historical and cultural contexts of literary works. |
| | Sub-CPMK15 | Being able to identify and interpret the themes, characters, settings, and language of literary works |
| | Sub-CPMK16 | Being able to evaluate the effectiveness of literary techniques used in the texts |
| | Sub-CPMK17 | Being able to understand the historical and cultural contexts of literary works. |
| | Sub-CPMK18 | Being able to identify and interpret the themes, characters, settings, and language of literary works |
| | Sub-CPMK19 | Being able to evaluate the effectiveness of literary techniques used in the texts |
| | Sub-CPMK20 | Being able to understand the historical and cultural contexts of literary works. |
| | Sub-CPMK21 | Being able to identify and interpret the themes, characters, settings, and language of literary works |
| | Sub-CPMK22 | Being able to evaluate the effectiveness ofliterary techniques used in the texts |
| | Sub-CPMK23 | Being able to understand the historical and cultural contexts of literary works. |
| | Sub-CPMK24 | Being able to understand the historical and cultural contexts of literary works. |
| | Sub-CPMK25 | Being able to identify and interpret the themes, characters, settings, and language of literary works |
| | Sub-CPMK26 | Being able to identify and interpret the themes, characters, settings, and language of literary works |
| | Sub-CPMK27 | Being able to evaluate the effectiveness of literary techniques used in the texts |
| | Sub-CPMK28 | Being able to understand the historical and cultural contexts of literary works |
| | Sub-CPMK29 | Being able to identify and interpret the themes, characters, settings, and language of literary works |
| | Sub-CPMK30 | Being able to evaluate the effectiveness of literary techniques used in the texts |
| | Sub-CPMK31 | Being able to understand the historical and cultural contexts of literary works |
| | Sub-CPMK32 | Being able to identify and interpret the themes, characters, settings, and language of literary works |
| | Sub-CPMK33 | Being able to evaluate the effectiveness of literary techniques used in the texts |
| | Sub-CPMK34 | Being able to understand the historical and cultural contexts of literary works |

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| **Deskripsi Singkat MK** | Intrinsic approach to literature is focused on exploring a works internal elements, such as characters, themes, and symbols. The case method involves using a specific literary work as a case study to explore and understand the intrinsic elements. This approach allows for a deep and detailed examination of the work, leading to a better understanding of its meaning and significance. The subject covers some topics of new criticism, structuralism, semiotics, myth and motifs in literature, and deconstruction. |
| **Pustaka** | **Utama :**<br>1. Achebe, Chinua. 1945. Things Fall Apart. London: CUP<br>2. Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich<br>3. Barry, Peter. 1995. Beginning Theory. Manchester: MUP<br>4. Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge<br>5. Fokkema, D.W & Kunne-Ibsch, Elrud. 1977. Theories of Literature in the Twentieth Century. London: C Hurst and Company<br>6. Knickerbocker & Reninger. 1964. Interpreting Literature. New York: Harcourt Brace Jovanovich<br>7. Morrison, Toni. 1994. The Bluest Eye. New York: A Plume Book<br>8. Tyson, Louis. 2006. Critical Theory Today: A User Friendly Gude (Second Edition). New York: Routledge<br>**Pendukung :** |
| **Dosen Pengampu** | Dr. Ali Mustofa, S.S., M.Pd. |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | In the end of the session, the students are able to : determine the concept of intrinsic approaches to literature identify some theoretical frameworks included in intrinsic approaches to literature distinguish one concept after another in making more sense of literary analysis critically analyze the works of literature using the frameworks understudy write better argument in the frame | 1.The session is successful when the students are showing the following abilities: determining the concept of intrinsic approaches to literature<br>2.identifying some theoretical frameworks included in intrinsic approaches to literature<br>3.distinguishing one concept after another in making more sense of literary analysis | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja, Tes | The strategies used in the session are: lecturing sharing and discussion Q and A<br>2 X 50 | | **Materi:** intrinsic<br>**Pustaka:** *Achebe, Chinua. 1945. Things Fall Apart. London: CUP* | 2% |
| 2 | In the end of the session, the students are able to : determine the concept of intrinsic approaches to literatureidentify some theoretical frameworks included in intrinsic approaches to literaturedistinguish one concept after another in making more sense of literary analysis | 1.The session is successful when the students are able to : determine the concept of intrinsic approaches to literature<br>2.identify some theoretical frameworks included in intrinsic approaches to literature<br>3.distinguish one concept after another in making more sense of literary analysis | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja, Tes | The strategies used in the session are : Lecturing Sharing and Discussion Presentation Q and A<br>2 X 50 | | **Materi:** unit1<br>**Pustaka:** *Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich* | 5% |
| 3 | In the end of the session, the students are able to : Determine the notion of Reader Response Criticism Identify the elements of Determine their attitude about the text Explain whether the students agree or disagree with the author of the textIdentify the text's purpose; andcriticize the text. | 1.The session is successful if the students are able to : Determine the notion of Reader Response Criticism<br>2.Identify the elements of<br>3.Determine their attitude about the text<br>4.Explain whether the students agree or disagree with the author of the text<br>5.Identify the text's purpose; and<br>6.criticize the text. | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | The strategies used in the session are: Lecturing Sharing and Discussion Presentation Q and A<br>2 X 50 | | **Materi:** unit<br>**Pustaka:** *Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge* | 5% |
| 4 | In the end of the session, the students are able to :Determine the notion of Reader Response CriticismIdentify the elements ofDetermine their attitude about the textExplain whether the students agree or disagree with the author of the textIdentify the text's purpose; andcriticize the text. | 1.The session is successful if the students are able to :Determine the notion of Reader Response Criticism<br>2.Identify the elements of<br>3.Determine their attitude about the text<br>4.Explain whether the students agree or disagree with the author of the text<br>5.Identify the text's purpose; and<br>6.criticize the text. | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | The strategies used in the session are: Lecturing Presentation Sharing and Discussion Q and A<br>2 X 50 | | **Materi:** unit<br>**Pustaka:** *Fokkema, D.W & Kunne-Ibsch, Elrud. 1977. Theories of Literature in the Twentieth Century. London: C Hurst and Company* | 5% |
| 5 | In the end of the session, the students are able to: Identify the notion of semiotics and literary criticism Determine the nature of semiotics in literary criticism Determine the components of linguistics elements in literary criticism Write a critical analysis on literary analysis using semiotics | 1.The session is successful if the students are able to: Identify the notion of semiotics and literary criticism<br>2.Determine the nature of semiotics in literary criticism<br>3.Determine the components of linguistics elements in literary criticism<br>4.Write a critical analysis on literary analysis using semiotics | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | The strategies used in the session are: Lecturing Sharing and discussion Presentation Q and A<br>2 X 50 | | **Materi:** unit<br>**Pustaka:** *Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich* | 5% |

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|---|---|---|---|---|---|---|---|
| **6** | In the end of the session, the students are able to: determine the notion of narrative structure based on Tzvetan Todorovs ideas identify the elements of narrative structure based on Tzvetan Todorovs ideas determine the notion of narrative structure in doing literary analysis write a critical analysis of narrative structure based on Tzvetan Todorovs ideas | 1.The session is successful if the students are able to: determine the notion of narrative structure based on Tzvetan Todorovs ideas<br>2.identify the elements of narrative structure based on Tzvetan Todorovs ideas<br>3.determine the notion of narrative structure in doing literary analysis<br>4.write a critical analysis of narrative structure based on Tzvetan Todorovs ideas | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | The strategies used in the session are: Lecturing Sharing and Discussion Presentation Q and A<br>2 X 50 | | **Materi:** unit<br>**Pustaka:** *Barry, Peter. 1995. Beginning Theory. Manchester: MUP* | 5% |
| **7** | In the end of the session, the students are able to: determine the narrative structure which includes some characters identification according to Vladimir Proppidentify the characters types based on Vladimir Propps theory analyze the narrative structure in the story which include some types of the characters based on Propps ideaswrite a critical analysis on a certain story by applying Propps ideas | 1.The session is successful if the students are able to: determine the narrative structure which includes some characters identification according to Vladimir Propp<br>2.identify the characters types based on Vladimir Propps theory<br>3.analyze the narrative structure in the story which include some types of the characters based on Propps ideas<br>4.write a critical analysis on a certain story by applying Propps ideas | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | The strategies used in the session are: Lecturing Sharing and discussion Presentation Q and A<br>2 X 50 | | **Materi:** unit<br>**Pustaka:** *Achebe, Chinua. 1945. Things Fall Apart. London: CUP* | 5% |
| **8** | 1.Being able to identify and interpret the themes, characters, settings, and language of literary works<br>2.Being able to evaluate the effectiveness of literary techniques used in the texts<br>3.Being able to work collaboratively in groups to analyze and interpret literary works through case-based or project-base activities<br>4.Being able to reflect on their own learning and growth as readers and literary analysts through reflective activities and discussions | To be able to identify signs, signifiers, and signified | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students work in groups of 3 and identify how different signs, signifiers, and signified. Students should write essays that analyze specific texts using Saussurean Structuralism and to provide evidence from the text to support their arguments. | | **Materi:** Signifier<br>**Pustaka:** *Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich* | 5% |
| **9** | 1.Being able to identify and interpret the themes, characters, settings, and language of literary works<br>2.Being able to evaluate the effectiveness of literary techniques used in the texts<br>3.Being able to understand the historical and cultural contexts of literary works. | narrative functions that occur in all folktales. To be able to identify the narrative functions in a folktale, such as the villain, the hero, the donor, and the helper. To be able to analyze the structure of folktales using Propp's model, which includes elements such as the departure, the initiation, and the return. To be able to apply Propp's Morphology of Folktale to literary analysis, by analyzing how the structure of a literary text contributes to its meaning. To be able to engage in critical thinking by questioning the assumptions and values that underlie Propp's Morphology of Folktale and by exploring alternative ways of understanding and interpreting folktales. | **Kriteria:**<br>written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | 2] Critical Review on some journals/articles and related works of<br>literature,<br>[3] Doing classroom discussion,<br>students propose some arguments<br>over any issue in works of literature<br>and cultural phenomena to provide<br>some hypothetical analysis and to<br>propose some inferences over the<br>problems being discussed by using<br>feminist literary criticism | | **Materi:** Vladiamir Propp's<br>**Pustaka:** *Achebe, Chinua. 1945. Things Fall Apart. London: CUP* | 20% |
| **10** | 1.Being able to identify and interpret the themes, characters, settings, and language of literary works<br>2.Being able to evaluate the effectiveness of literary techniques used in the texts<br>3.Being able to understand the historical and cultural contexts of literary works. | written and oral | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | TO be able to understand instability: This<br>stage follows the disruption of the<br>equilibrium and is characterized by<br>instability, chaos, and confusion..<br>To be able to recognize of the disruption: At<br>this stage, the characters recognize that<br>there is a disruption of the equilibrium and<br>they begin to take action to restore order.<br>To be able to quest for a new equilibrium:<br>This stage involves the characters' efforts to<br>restore order and find a new equilibrium.. | | **Materi:** Equilibrium<br>**Pustaka:** *Barry, Peter. 1995. Beginning Theory. Manchester: MUP* | 10% |

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|---|---|---|---|---|---|---|---|
| **11** | 1.Being able to identify and interpret the themes, characters, settings, and language of literary works<br>2.Being able to evaluate the effectiveness of literary techniques used in the texts<br>3.Being able to understand the historical and cultural contexts of literary works. | written and oral | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | TO be able to understand instability: This stage follows the disruption of the equilibrium and is characterized by instability, chaos, and confusion..<br>To be able to recognize of the disruption: At this stage, the characters recognize that there is a disruption of the equilibrium and they begin to take action to restore order.<br>To be able to quest for a new equilibrium:<br>This stage involves the characters' efforts to restore order and find a new equilibrium.. | | **Materi:** Equilibrium<br>**Pustaka:** *Barry, Peter. 1995. Beginning Theory. Manchester: MUP* | 5% |
| **12** | 1.Being able to identify and interpret the themes, characters, settings, and language of literary works<br>2.Being able to evaluate the effectiveness ofliterary techniques used in the texts<br>3.Being able to understand the historical and cultural contexts of literary works. | 1.used in the texts LLO 4 Being able to understand the historical and cultural contexts of literary works. Supernatural Aid: The hero receives guidance, support, or a special ability from a mentor or supernatural force.<br>2.The Crossing of the Threshold: The hero enters a new, unfamiliar world or situation, leaving behind their old life.<br>3.Trials and Tribulations: The hero faces a series of challenges and tests, often including battles, obstacles, or temptations.<br>4.The Ultimate Boon: The hero achieves their goal, often through a significant accomplishment or realization.<br>5.The Return: The hero returns to their old life, sharing the knowledge and wisdom gained on their journey. | **Kriteria:**<br>written test<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | [1] Individual Reading Assignment,<br>[2] Students read a specific literary text individually.<br>[3] Students analyze stories from various cultures and time periods to identify the archetypal patterns that are present in them.<br>[4] Students will compare and contrast different versions of the hero's journey in different cultures and time periods.<br>2x50 | | **Materi:** Joseph Campbell's Hero's Journey<br>**Pustaka:** *Barry, Peter. 1995. Beginning Theory. Manchester: MUP* | 5% |
| **13** | 1.Being able to understand the historical and cultural contexts of literary works.<br>2.Being able to identify and interpret the themes, characters, settings, and language of literary works | 1.Chronotope: The representation of time and space in a text, which can significantly impact the meaning and interpretation of the work<br>2.Carnivalization: The use of humor, parody, and satire to challenge established power structures and social norms.<br>3.Unfinalizability: The openness and indeterminacy of meaning in a text, as it is constantly subject to reinterpretation and recontextualization. | **Kriteria:**<br>written and oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | n [1] Individual Reading Assignment,<br>[2] Students read and analyze texts from various genres, such as novels, essays, and dialogues, to identify the different voices and perspectives that are present in them.<br>[3] Students analyze how different voices and perspectives are expressed and how they shape cultural understanding and social interaction.<br>[4] After that, students will reflect on their own experiences of language, culture, and social interaction and how they relate to the principles of dialogism | | **Materi:** Mikhail Bakhtin's Dialogism<br>**Pustaka:** *Barry, Peter. 1995. Beginning Theory. Manchester: MUP* | 5% |
| **14** | 1.Being able to identify and interpret the themes, characters, settings, and language of literary works<br>2.Being able to evaluate the effectiveness of literary techniques used in the texts<br>3.Being able to understand the historical and cultural contexts of literary works | TO be able to understand some key consepts: Intertextual References: A text that contains references or allusions to other texts, authors, or cultural works. | **Kriteria:**<br>Criteria: Spoken Form: Observation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | [1] Students choose a text or media that you find interesting and that has clear references to other texts or media. It can be a literary work, a movie, a TV show, a song, or any other media that you feel has intertextual references.<br><br>[2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media.<br>[3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements:<br>2 X 50 | [1] Students choose a text or media that you find interesting and that has clear references to other texts or media. It can be a literary work, a movie, a TV show, a song, or any other media that you feel has intertextual references.<br><br>[2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media.<br>[3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements:<br>2 X 50 | **Materi:** Intertextuality<br>**Pustaka:** *Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **15** | 1.Being able to identify and interpret the themes, characters, settings, and language of literary works<br>2.Being able to evaluate the effectiveness of literary techniques used in the texts<br>3.Being able to understand the historical and cultural contexts of literary works | 1.To be able to understand the key concepts: Binary Oppositions: Identifying and challenging binary oppositions, such as good/evil, male/female, or nature/culture, that are used to construct meaning.<br>2.Logocentrism: Critiquing the privileging of logos, or the idea that meaning can be fixed through language or logic. | **Kriteria:**<br>Spoken & Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja | 2 X 50 | [2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media.<br>[3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements:<br>2 X 50 | **Materi:**<br>Deconstruction<br>**Pustaka:** *Achebe, Chinua. 1945. Things Fall Apart. London: CUP* | 5% |
| **16** | 1.Being able to identify and interpret the themes, characters, settings, and language of literary works<br>2.Being able to evaluate the effectiveness of literary techniques used in the texts<br>3.Being able to understand the historical and cultural contexts of literary works | 1.To be able to understand the key concepts: Binary Oppositions: Identifying and challenging binary oppositions, such as good/evil, male/female, or nature/culture, that are used to construct meaning.<br>2.Logocentrism: Critiquing the privileging of logos, or the idea that meaning can be fixed through language or logic. | **Kriteria:**<br>Spoken & Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | [2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media.<br>[3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements:<br>2 X 50 | [2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media.<br>[3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements:<br>2 X 50 | **Materi:**<br>Deconstruction<br>**Pustaka:** *Achebe, Chinua. 1945. Things Fall Apart. London: CUP* | 7% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 63.92% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 19.75% |
| 3. | Penilaian Portofolio | 4.67% |
| 4. | Praktik / Unjuk Kerja | 8.92% |
| 5. | Tes | 1.75% |
| | | 99.01% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Introduction to Translation | 7920202284 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 4 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Widyastuti | Widyastuti | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Project Based Learning** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | CPL 3.B | : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | CPL 4.B | Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication |
| | CPL 4.C | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to examine features on linguistics that contribute to engage in translation process and product | |
| | CPMK 1.A | Being able to analyze and identify the structure of different type types in English |
| | CPMK 1.B | Being able to apply linguistic concepts such as phonetics, syntax, semantics, and discourse analysis in English translation |
| | 2. Being able to appraise a translation product by examining ideology and translation methods that produced by the learners | |
| | CPMK 2.A | being able to develop the ability to identify and resolve issues of register, style, and tone in English translation projects |
| | CPMK 2.B | Being able to utilize different translation techniques to achieve equivalence in English translations. |
| | CPMK 2.C | Being able to develop awareness of cultural, social, and linguistic differences between source and target languages. |
| | 3. Being able to explain the selected techniques in translating cultural items | |
| | CPMK 3.A | being able to reflect on the effectiveness of different translation techniques and strategies in achieving equivalence in translating cultural-specific items translation |
| | CPMK 3.B | Being able to create translation brief and style for cultural items translation |
| | 4. Being able to translate informative and fictitious English text or vice versa in term of readability | |
| | CPMK 4.A | being able to use translation tools and resources to improve translation quality and efficiency |
| | CPMK 4.B | being able to collaborate with peers in group projects to translate and edit text, providing and receiving constructive feedback |
| | 5. Being able to translate informative and fictitious English text or vice versa in term of accuracy and acceptability | |
| | CPMK 5.A | being able to use translation tools and resources to improve translation quality and efficiency |
| | 6. Being able to understand the skills and qualities required to be successful in a career in translation | |
| | CPMK 6.A | being able to critically evaluate the impact of technology on the translation industry and its implication on the translation quality. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to analyze and identify the structure of different type types in English |
| | Sub-CPMK2 | Understanding the problems of translation in the translated text and being able to identify them |
| | Sub-CPMK3 | Memahami Penerjemahan Karya Sastra I |
| | Sub-CPMK4 | Menerjemahkan karya sastra |
| | Sub-CPMK5 | Menganalisis teks terjemahan berdasarkan metode penerjemahan |
| | Sub-CPMK6 | Menganalisis teks terjemahan berdasarkan metode penerjemahan |
| | Sub-CPMK7 | Determine the audience and the purpose of the text |
| | Sub-CPMK8 | being able to use translation tools and resources to improve translation quality and efficiency diverse target audiences |
| | Sub-CPMK9 | Evaluasi Tengah Semester/Ujian Tengan Semester |
| | Sub-CPMK10 | being able to collaborate with peers in group projects to translate and edit text, providing and receiving constructive feedback |
| | Sub-CPMK11 | being able to use translation tools and resources to improve translation quality and efficiency |
| | Sub-CPMK12 | being able to use translation tools and resources to improve translation quality and efficiency |
| | Sub-CPMK13 | being able to use translation tools and resources to improve translation quality and efficiency |
| | Sub-CPMK14 | being able to use translation tools and resources to improve translation quality and efficiency |
| | Sub-CPMK15 | being able to critically evaluate the impact of technology on the translation industry and its implication on the translation quality. |
| | Sub-CPMK16 | being able to critically evaluate the impact of technology on the translation industry and its implication on the translation quality. |
| **Deskripsi Singkat MK** | The course is designed for the students to introduce the art and science of translation. The focus is on developing a comprehensive understanding of the translation process, including analysis of source text, selection of target text, and quality control. Students will learn about the key concepts and theories in translation, including equivalence, register, and culture. This course also explores the use of tools and resources available to translators, including CAT tools, dictionaries, and online resources. The course concludes with a discussion of career opportunities and professional development in the field of translation. The class will be conducted in both Indonesian and English as needed, as the instructional materials and activities encompass both languages. The prerequisites are therefore a strong command of written skills (reading and writing) as well as a solid knowledge of Indonesian and English grammar. | |
| **Pustaka** | **Utama :** | |


1. Baker, Mona. 2018. In Other Words: A Course Book on Translation (3nd Ed). London: Routledge.
2. Hartono, R. 2017. Pengantar Ilmu Menerjemah: Teori dan Prakter Penerjemahan. Semarang: Cipta Prima Nusantara.
3. Larson, M.L. 1984. Meaning-Based Translation: A Guide to Cross-language Equivalence . Lanham: University Press of Amerika, Inc.
4. Machali, R. 2000. Pedoman Bagi Penerjemah . Jakarta: Penerbit PT. Grasindo. 4.Molina, L & Albir, A.H. 2002. Translation Techniques Revisited: A Dynamic and Functionalist Approach in Meta: Journal Des Traducteurs 12(4):498-512.
5. Nababan, M. R. (2008). Teori menerjemahkan bahasa Inggris . Yogyakarta: Pustaka Pelajar Newmark, P. 1988. A Textbook of Translation . United Kingdom: Prentice-Hall International (UK) Ltd.
6. -_____. 1991. About Translation . Clevedon: Multilingual Matters Ltd.
7. Nida, Eugene A. dan Taber, Charles R. 1982. The Theory and Practice of Translation . Leiden: E.J. Brill.
8. Nord, C. 2018. Translating as a Purposeful Activity: Functionalist Approaches Explained. Manchester, UK: St. Jerome Publishing.
9. Pym, A. 2014. Exploring Translation Theory (2nd Ed). NY: Routledge


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| **Pendukung :** | |

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| **Dosen Pengampu** | Dr. Widyastuti, S.S., M.Pd.<br>Silvy Cinthia Adelia, S.S., M.A. |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |

| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
|---|---|---|---|---|---|---|---|
| 1 | Being able to analyze and identify the structure of different type types in English | 1.siswa membedakan antara kegiatan penerjemahan dan non-penerjemahan<br>2.mahasiswa mengenal macam-macam teks berdasarkan fungsi | **Kriteria:**<br>penilaian pengetahuan<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | community learning<br>2 X 50 | | **Materi:** the important of translation; differences among, translation, translating, and translated; kind of translation<br>**Pustaka:** *Nababan, M. R. (2008). Teori menerjemahkan bahasa Inggris . Yogyakarta: Pustaka Pelajar Newmark, P. 1988. A Textbook of Translation . United Kingdom: Prentice-Hall International (UK) Ltd.* | 9% |
| 2 | Understanding the problems of translation in the translated text and being able to identify them | Accurate understanding and practicing of translation | **Kriteria:**<br>penilaan penugasan<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | lecturing, class discussion<br>2 X 50 | | **Materi:** • Grammatical errors • Syntactical errors • Mechanical errors • Problems of meaning equivalence<br>**Pustaka:** *Baker, Mona. 2018. In Other Words: A Course Book on Translation (3nd Ed). London: Routledge.* | 5% |
| 3 | Memahami Penerjemahan Karya Sastra I | Mahasiswa menemukanl macam-macam figure of speech dalam teks | **Kriteria:**<br>Jawaban yang tepat<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | class discussion<br>2 X 50 | | **Materi:** • Translating idiomatic expressions • Translating metaphors • Translating personifications<br>**Pustaka:** *Baker, Mona. 2018. In Other Words: A Course Book on Translation (3nd Ed). London: Routledge.* | 0% |
| 4 | Menerjemahkan karya sastra | Mahasiswa dapat menganalisis hasil terjemahan karya satra | **Kriteria:**<br>Jawaban yang tepat dalam menerjemahkan<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | think-pair-share<br>2 X 50 | | **Materi:** • Translating similes • Translating allusions<br>**Pustaka:** *Baker, Mona. 2018. In Other Words: A Course Book on Translation (3nd Ed). London: Routledge.* | 5% |
| 5 | Menganalisis teks terjemahan berdasarkan metode penerjemahan | mahasiswa membedakan metode penerjemahan literal dan komunikasi | **Kriteria:**<br>keakuratan tinggi, sedang, dan rendah<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | group discussion<br>2 X 50 | | **Materi:** Metode penerjemahan<br>**Pustaka:** *Machali, R. 2000. Pedoman Bagi Penerjemah . Jakarta: Penerbit PT. Grasindo. 4.Molina, L & Albir, A.H. 2002. Translation Techniques Revisited: A Dynamic and Functionalist Approach in Meta: Journal Des Traducteurs 12(4):498-512.* | 0% |
| 6 | Menganalisis teks terjemahan berdasarkan metode penerjemahan | mahasiswa membedakan metode penerjemahan literal dan komunikasi | **Kriteria:**<br>keakuratan tinggi, sedang, dan rendah<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | group discussion<br>2 X 50 | | **Materi:** V shape proposed by Peter Newmark that from word-to-word translation to free translation<br>**Pustaka:** *Nababan, M. R. (2008). Teori menerjemahkan bahasa Inggris . Yogyakarta: Pustaka Pelajar Newmark, P. 1988. A Textbook of Translation . United Kingdom: Prentice-Hall International (UK) Ltd.* | 5% |
| 7 | Determine the audience and the purpose of the text | Enable to determine the audience and the purpose effectively. | **Kriteria:**<br>target reader, sentence length, complex language<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | small group discussion<br>4 X 50 | | **Materi:** Text types and their functions<br>**Pustaka:** *Pym, A. 2014. Exploring Translation Theory (2nd Ed). NY: Routledge* | 5% |

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|---|---|---|---|---|---|---|---|
| **8** | being able to use translation tools and resources to improve translation quality and efficiency diverse target audiences | 1.Utilize appropriate dictionaries and glossaries in translating specialized concepts accurately<br>2.Uses feedback from peers and lecturer to refine and improve translation processed and product | **Kriteria:**<br>relevance, clarity and precision, usage and grammar, contextual information, connotation, sense relation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | Lecturing Collaborative learning<br>4 X 50 | | **Materi:** • Translating idiomatic expressions • Translating metaphors • Translating personifications<br>**Pustaka:** *Baker, Mona. 2018. In Other Words: A Course Book on Translation (3nd Ed). London: Routledge.* | 5% |
| **9** | Evaluasi Tengah Semester/Ujian Tengan Semester | test tulis | **Kriteria:**<br>Jawaban yang tepat<br><br>**Bentuk Penilaian** :<br>Tes | paper and pencil test | | **Materi:** translation techniques and translation product<br>**Pustaka:** *Baker, Mona. 2018. In Other Words: A Course Book on Translation (3nd Ed). London: Routledge.* | 15% |
| **10** | being able to collaborate with peers in group projects to translate and edit text, providing and receiving constructive feedback | Provide clear and specific feedback to peers in a constructive and respectful manner. Complete the assigned task on time. | **Kriteria:**<br>clarity and precision, cohesion and coherence, contextual consideration<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Lecturing<br>Collaborative learning<br>2 x 50 | | **Materi:** Praktik penerjemahan<br>**Pustaka:** *Hartono, R. 2017. Pengantar Ilmu Menerjemah: Teori dan Prakter Penerjemahan. Semarang: Cipta Prima Nusantara.* | 5% |
| **11** | being able to use translation tools and resources to improve translation quality and efficiency | 1.translation resources based on the specific needs of a project and the target audience<br>2.Analyse translation errors and identify areas for improvement, and actively seeking out feedback from peers and | **Kriteria:**<br>accuracy, acceptability, and readability<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Lecturing<br>Collaborative learning | | **Materi:** Translation process, using machine translation<br>**Pustaka:** *Nababan, M. R. (2008). Teori menerjemahkan bahasa Inggris . Yogyakarta: Pustaka Pelajar Newmark, P. 1988. A Textbook of Translation . United Kingdom: Prentice-Hall International (UK) Ltd.* | 5% |
| **12** | being able to use translation tools and resources to improve translation quality and efficiency | translation resources based on the specific needs of a project and the target audience | **Kriteria:**<br>Jawaban yang diberikan<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Lecturing<br>Collaborative learning | | **Materi:** using Cat-Tools and machine translation<br>**Pustaka:** *Baker, Mona. 2018. In Other Words: A Course Book on Translation (3nd Ed). London: Routledge.* | 5% |
| **13** | being able to use translation tools and resources to improve translation quality and efficiency | translation resources based on the specific needs of a project and the target audience | **Kriteria:**<br>Jawaban yang diberikan<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Lecturing<br>Collaborative learning | | **Materi:** Cat-tools and using machine translation systems<br>**Pustaka:** *Pym, A. 2014. Exploring Translation Theory (2nd Ed). NY: Routledge* | 5% |
| **14** | being able to use translation tools and resources to improve translation quality and efficiency | translation resources based on the specific needs of a project and the target audience | **Kriteria:**<br>Jawaban yang diberikan<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Lecturing<br>Collaborative learning<br>2 x50 | | **Materi:** Translation tool<br>**Pustaka:** *Nida, Eugene A. dan Taber, Charles R. 1982. The Theory and Practice of Translation . Leiden: E.J. Brill.* | 5% |
| **15** | being able to critically evaluate the impact of technology on the translation industry and its implication on the translation quality. | Reflect on personal strengths and weaknesses and how they relate to a career in translation | **Kriteria:**<br>Self-directed learning Collaborative learning<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | | independent study<br>2x50 | **Materi:** Reflection of translation tool<br>**Pustaka:** *Nida, Eugene A. dan Taber, Charles R. 1982. The Theory and Practice of Translation . Leiden: E.J. Brill.* | 5% |
| **16** | being able to critically evaluate the impact of technology on the translation industry and its implication on the translation quality. | Develop a career plan with short-and long- term goals, taking into account the skills and knowledge needed for success in the translation industry | **Kriteria:**<br>grammar and usage, clarity and precision, contextual information<br><br>**Bentuk Penilaian** :<br>Tes | | Self-directed learning<br>2 x50 | **Materi:** translation brief<br>**Pustaka:** *Baker, Mona. 2018. In Other Words: A Course Book on Translation (3nd Ed). London: Routledge.* | 20% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 13.67% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 18.93% |
| 3. | Penilaian Portofolio | 11.43% |
| 4. | Penilaian Praktikum | 1% |
| 5. | Praktik / Unjuk Kerja | 15.51% |
| 6. | Tes | 38.5% |
| | | 99.04% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Language in Society | 7920204113 | Mata Kuliah Pilihan Program Studi | T=3 | P=0 | ECTS=4.77 | 4 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Prof. Slamet Setiawan, M.A., Ph.D. | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

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|---|---|---|
| Model Pembelajaran | Case Study | |
| Capaian Pembelajaran (CP) | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to define the concepts/theories of English Linguistics based on a variety of language phenomena. | |
| | CPMK 1.A | Being able to identify the concepts/theories based on a variety of language phenomena. |
| | 2. Being able to examine concepts and theories to analyse linguistic-cultural phenomena in society. | |
| | CPMK 2.A | Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society. |
| | CPMK 2.B | Being able to analyze various forms of linguistic-cultural phenomena in society. |
| | 3. Being able to compose a reflective essay and an analytical paper on current linguistic-cultural phenomena. | |
| | CPMK 3.A | Being able to create reflective notes on the students' understanding of the materials in language in society. |
| | CPMK 3.B | Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society. |
| | 4. Being able to respond to texts on linguistic-cultural issues orally using appropriate English. | |
| | CPMK 4.A | Being able to identify the concepts/theories based on a variety of language phenomena. |
| | CPMK 4.B | Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society. |
| | CPMK 4.C | Being able to analyze various forms of linguistic-cultural phenomena in society. |
| | CPMK 4.D | Being able to create reflective notes on the students' understanding of the materials in language in society. |
| | CPMK 4.E | Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society. |
| | CPMK 4.F | Being able to deliver an oral presentation on the given task using appropriate English. |
| | CPMK 4.G | Being able to respond to others' presentation in English using an appropriate manner. |
| | 5. Being able to respect in cooperation in thought, expression, and intellectual engagement when writing compose a reflective essay/analytical essay on current popular cultural phenomena. | |
| | CPMK 5.A | Being able to show acceptance to teachers' and peer feedbacks. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to identify the concepts/theories based on a variety of language phenomena. |
| | Sub-CPMK2 | Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society. |
| | Sub-CPMK3 | Being able to analyze various forms of linguistic-cultural phenomena in society. |
| | Sub-CPMK4 | Being able to deliver an oral presentation on the given task using appropriate English. |
| | Sub-CPMK5 | Being able to respond to others' presentation in English using an appropriate manner. |
| | Sub-CPMK6 | Being able to show acceptance to teachers' and peer feedbacks. |
| | Sub-CPMK7 | Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society. |
| | Sub-CPMK8 | Being able to analyze various forms of linguistic-cultural phenomena in society. |
| | Sub-CPMK9 | Being able to deliver an oral presentation on the given task using appropriate English |
| | Sub-CPMK10 | Being able to respond to others' presentation in English using an appropriate manner. |
| | Sub-CPMK11 | Being able to show acceptance to teachers' and peer feedbacks. |
| | Sub-CPMK12 | Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society. |
| | Sub-CPMK13 | Being able to analyze various forms of linguistic-cultural phenomena in society. |
| | Sub-CPMK14 | Being able to deliver an oral presentation on the given task using appropriate English. |
| | Sub-CPMK15 | Being able to respond to others' presentation in English using an appropriate manner. |
| | Sub-CPMK16 | Being able to show acceptance to teachers' and peer feedbacks. |
| | Sub-CPMK17 | Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society. |
| | Sub-CPMK18 | Being able to analyze various forms of linguistic-cultural phenomena in society. |
| | Sub-CPMK19 | Being able to deliver an oral presentation on the given task using appropriate English. |
| | Sub-CPMK20 | Being able to respond to others' presentation in English using an appropriate manner. |
| | Sub-CPMK21 | Being able to show acceptance to teachers' and peer feedbacks. |
| | Sub-CPMK22 | Being able to analyze various forms of linguistic-cultural phenomena in society. |
| | Sub-CPMK23 | Being able to create reflective notes on the students' understanding of the materials in language in society. |
| | Sub-CPMK24 | Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society. |
| | Sub-CPMK25 | Being able to analyze various forms of linguistic-cultural phenomena in society |
| | Sub-CPMK26 | Being able to deliver an oral presentation on the given task using appropriate English. |
| | Sub-CPMK27 | Being able to respond to others' presentation in English using an appropriate manner. |
| | Sub-CPMK28 | Being able to show acceptance to teachers' and peer feedbacks. |
| | Sub-CPMK29 | Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society. |
| | Sub-CPMK30 | Being able to show teachers' and peer feedbacks. |
| | Sub-CPMK31 | Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society. |
| | Sub-CPMK32 | Being able to show teachers' and peer feedbacks. |
| | Sub-CPMK33 | Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society. |
| | Sub-CPMK34 | Being able to show teachers' and peer feedbacks. |
| | Sub-CPMK35 | Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society. |
| | Sub-CPMK36 | Being able to show teachers' and peer feedbacks. |

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| **Deskripsi Singkat MK** | This subject describes the relationship between language, society, and history of language especially english language in shaping new language communities and repertoires.This addresses language change, linguistics developments, language and socio-political history, urbanization, industrialization, social stratification, social dialect, register, code switching, code mixing, regional dialect, bilingualism/multilingualism, language variation, language shift and maintenance, and other language function as individual or social identity as well as a means of inter-ethnic communication. To strengthen the understanding of concepts, local, national, regional, and international contexts are employed to accommodate the social practice of the language in question. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment. |
| **Pustaka** | **Utama :** |

1. Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.
2. Baugh, Albert C & Thomas Cable. 2002. A History of the English Language Fifth ed. London: Routledge
3. Fennell, Barbara A. 2001. A History of English: A Sociolinguistic Approach. Oxford: Blackwell Publishers
4. Holmes, Janet. 1992. An Introduction to Sociolinguistics . New York: Longman Group.
5. Li Wei (ed.). 2000. The Bilingualism Reader . London and New York: Routledge.
6. Momma, Haruko & Michael Matto. 2006. A Companion to the History of the English Language . Oxford: Blackwell Publishers
7. Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press
8. Wardhaugh, Ronald. 2006. An Introduction to Sociolinguistics. Massachusetts: Blackwell Publishing.

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| **Pendukung :** | |
| **Dosen Pengampu** | Lina Purwaning Hartanti, S.Pd., M.EIL.<br>Fariq Shiddiq Tasaufy, S.S., M.Hum. |

| **Mg Ke-** | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | **Penilaian** | | **Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]** | | **Materi Pembelajaran [ Pustaka ]** | **Bobot Penilaian (%)** |
|---|---|---|---|---|---|---|---|
| | | **Indikator** | **Kriteria & Bentuk** | **Luring (*offline*)** | **Daring (*online*)** | | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** |
| **1** | Being able to identify the concepts/theories based on a variety of language phenomena. | Answer all oral questions in class discussion | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion Presentation, Question-Answer<br>2 X 50 | Discussion Presentation, Question-Answer<br>2 X 50 | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** | 5% |
| **2** | 1.Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.<br>2.Being able to analyze various forms of linguistic-cultural phenomena in society. | Answer all oral & written questions in class discussion<br>Prepare group presentation | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Presentation, Discussion, Question-Answer<br>3 X 50 | Presentation, Discussion, Question-Answer<br>3 X 50 | **Materi:** Social classes<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.*<br><br>**Materi:** Social classes<br>**Pustaka:** *Holmes, Janet. 1992. An Introduction to Sociolinguistics . New York: Longman Group.* | 5% |
| **3** | 1.Being able to deliver an oral presentation on the given task using appropriate English.<br>2.Being able to respond to others' presentation in English using an appropriate manner.<br>3.Being able to show acceptance to teachers' and peer feedbacks. | Answer all oral & written questions in class discussion<br>Prepare group presentation | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Presentation, Discussion, Question-Answer<br>2 X 50 | Presentation, Discussion, Question-Answer<br>2 X 50 | **Materi:** Social classes<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.*<br><br>**Materi:** Social classes<br>**Pustaka:** *Holmes, Janet. 1992. An Introduction to Sociolinguistics . New York: Longman Group.* | 5% |
| **4** | 1.Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.<br>2.Being able to analyze various forms of linguistic-cultural phenomena in society. | Answer all oral & written questions in class discussion<br>Prepare group presentation | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Presentation, Discussion, Question-Answer<br>2 X 50 | Presentation, Discussion, Question-Answer<br>2 X 50 | **Materi:** Social classes<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.*<br><br>**Materi:** Social classes<br>**Pustaka:** *Holmes, Janet. 1992. An Introduction to Sociolinguistics . New York: Longman Group.* | 5% |
| **5** | 1.Being able to deliver an oral presentation on the given task using appropriate English<br>2.Being able to respond to others' presentation in English using an appropriate manner.<br>3.Being able to show acceptance to teachers' and peer feedbacks. | Group presentation. | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | **Materi:** Social dialects<br>**Pustaka:** *Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press*<br><br>**Materi:** Regional dialects<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.* | 5% |

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| **6** | 1.Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.<br>2.Being able to analyze various forms of linguistic-cultural phenomena in society. | Answer all oral & written questions in class discussion<br>Prepare group presentation | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | **Materi:** Social dialects<br>**Pustaka:** *Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press*<br><br>**Materi:** Regional dialects<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.* | 5% |
| **7** | 1.Being able to deliver an oral presentation on the given task using appropriate English.<br>2.Being able to respond to others' presentation in English using an appropriate manner.<br>3.Being able to show acceptance to teachers' and peer feedbacks. | Answer all oral & written questions in class discussion<br>Prepare group presentation | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | **Materi:** Social dialects<br>**Pustaka:** *Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press*<br><br>**Materi:** Regional dialects<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.* | 5% |
| **8** | 1.Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.<br>2.Being able to analyze various forms of linguistic-cultural phenomena in society. | Answer all oral & written questions in class discussion<br>Prepare group presentation | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | **Materi:** Social dialects<br>**Pustaka:** *Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press*<br><br>**Materi:** Regional dialects<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.* | 5% |
| **9** | 1.Being able to deliver an oral presentation on the given task using appropriate English.<br>2.Being able to respond to others' presentation in English using an appropriate manner.<br>3.Being able to show acceptance to teachers' and peer feedbacks. | Answer all oral & written questions in class discussion<br>Prepare group presentation | **Kriteria:**<br>Oral and written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | **Materi:** Social dialects<br>**Pustaka:** *Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press*<br><br>**Materi:** Regional dialects<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.* | 5% |
| **10** | 1.Being able to analyze various forms of linguistic-cultural phenomena in society.<br>2.Being able to create reflective notes on the students' understanding of the materials in language in society. | Answer all the given written questions on Analysis dan Reflection. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | **Materi:** Social dialects<br>**Pustaka:** *Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press*<br><br>**Materi:** Regional dialects<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.* | 5% |

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|---|---|---|---|---|---|---|---|
| **11** | 1.Being able to examine various theoretical approaches to study linguistic-cultural phenomena in society.<br>2.Being able to analyze various forms of linguistic-cultural phenomena in society | 1.Answer all oral & written questions in class discussion<br>2.Prepare group presentation | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | **Materi:** Social dialects<br>**Pustaka:** *Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press*<br><br>**Materi:** Regional dialects<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.* | 5% |
| **12** | 1.Being able to deliver an oral presentation on the given task using appropriate English.<br>2.Being able to respond to others' presentation in English using an appropriate manner.<br>3.Being able to show acceptance to teachers' and peer feedbacks. | 1.Answer all oral & written questions in class discussion<br>2.Prepare group presentation | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | Presentation, Discussion, Question-Answer Assignment<br>2 X 50 | **Materi:** Social dialects<br>**Pustaka:** *Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press*<br><br>**Materi:** Regional dialects<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.* | 5% |
| **13** | 1.Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society.<br>2.Being able to show teachers' and peer feedbacks. | 1.Write an analytical paper<br>2. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Write an analytical paper<br>2 X 50 | Write an analytical paper<br>2 X 50 | **Materi:** Social dialects<br>**Pustaka:** *Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press*<br><br>**Materi:** Regional dialects<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.* | 10% |
| **14** | 1.Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society.<br>2.Being able to show teachers' and peer feedbacks. | 1.Write an analytical paper<br>2. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Write an analytical paper<br>2 X 50 | Write an analytical paper<br>2 X 50 | **Materi:** Social dialects<br>**Pustaka:** *Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press*<br><br>**Materi:** Regional dialects<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.* | 10% |
| **15** | 1.Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society.<br>2.Being able to show teachers' and peer feedbacks. | 1.Write an analytical paper<br>2. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Write an analytical paper<br>2 X 50 | Write an analytical paper<br>2 X 50 | **Materi:** Social dialects<br>**Pustaka:** *Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press*<br><br>**Materi:** Regional dialects<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.* | 10% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **16** | 1.Being able to produce a concise analytical paper on a certain issue concerning the materials in language in society.<br>2.Being able to show teachers' and peer feedbacks. | 1.Write an analytical paper<br>2. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Write an analytical paper<br>2 X 50 | Write an analytical paper<br>2 X 50 | **Materi:** Social dialects<br>**Pustaka:** *Thomson, Sarah Grey & Terrence Kauffman. 1991. Language Contact, Creolization and Genetic Linguistics. California: California University Press*<br><br>**Materi:** Regional dialects<br>**Pustaka:** *Auer, Peter and Li Wei. 2007. Handbook of Multilingualism and Multilingual Communication . Berlin - New York: Mouton de Gruyter.* | 10% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 15% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 85% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Reading For Research | 7920202174 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 4 | 18 September 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Silvy Cinthia Adelia, S.S., M.A. ; Ayunita Leliana, S.S., M.Pd. ; Laily Maulida Septiana Harti, S.S., M.AppLing. | Silvy Cinthia Adelia, S.S., M.A. ; Ayunita Leliana, S.S., M.Pd. ; Laily Maulida Septiana Harti, S.S., M.AppLing. | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Project Based Learning** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to make use of methods and strategies in reading academic references critically | |
| | 2. Being able to distinguish key features in academic references in the area of linguistics, literature, and culture | |
| | 3. Being able to evaluate academic references | |
| | 4. Being able to compose critical annotated bibliography of the selected academic references | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | To introduce the course outline |
| | Sub-CPMK2 | To select appropriate and relevant references |
| | Sub-CPMK3 | To select appropriate and relevant references |
| | Sub-CPMK4 | To cite appropriate and relevant references |
| | Sub-CPMK5 | To check students' understanding on referencing system |
| | Sub-CPMK6 | To distinguish key features in academic references in the area of linguistics |
| | Sub-CPMK7 | To distinguish key features in academic references in the area of literature and cultural studies |
| | Sub-CPMK8 | To achieve course learning outcome 1 & 2 |
| | Sub-CPMK9 | To evaluate academic reference |
| | Sub-CPMK10 | To evaluate academic reference |
| | Sub-CPMK11 | To evaluate academic reference |
| | Sub-CPMK12 | To compose Critical Annotated Bibliography |
| | Sub-CPMK13 | To compose Critical Annotated Bibliography |
| | Sub-CPMK14 | To compose Critical Annotated Bibliography |
| | Sub-CPMK15 | To check students' understanding on some steps in making critical Annotated Bibliography |
| | Sub-CPMK16 | To achieve CLO 3 & 4 |
| **Deskripsi Singkat MK** | This subject is intended to assist students to develop and cultivate the critical thinking skills applied to academic references of journal articles, book chapters, and the like from linguistics, literature, and cultural studies. This course stresses the importance of scientifically-based research. The students will be required to respond to texts in the written form of critical review. The classroom activities are conducted through individual reading projects, group activities, and quizzes. | |
| **Pustaka** | **Utama :** | |
| | 1. APA 7th Referencing Style<br>2. Mendeley Referencing System<br>3. Related journal articles<br>4. websites on annotated bibliography: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html https://guides.library.cornell.edu/annotatedbibliography/home. https://student.unsw.edu.au/annotated-bibliography https://library.leeds.ac.uk/info/1401/academic_skills/80/annotated_bibliographievvideo https://libguides.umgc.edu/apa-annotated-bibliography | |
| | **Pendukung :** | |
| **Dosen Pengampu** | Kenya Permata Kusumadewi, S.S., M.Pd.<br>Ayunita Leliana, S.S., M.Pd. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | To introduce the course outline | 1.To conduct and follow the class accordingly<br>2.To make necessary preparation | **Kriteria:** none<br>**Bentuk Penilaian** : Aktifitas Partisipasif | Speech class discussion 2 X 50 | | **Materi:** The example of reading for research activity<br>**Pustaka:** *Related journal articles* | 5% |
| 2 | To select appropriate and relevant references | 1.To conduct comprehensive research on appropriate and relevant references<br>2.To navigate the internet when selecting | **Kriteria:** none<br>**Bentuk Penilaian** : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Speech individual practice 4 X 50 | | **Materi:** Select appropriate and relevant references<br>**Pustaka:** *Related journal articles* | 5% |
| 3 | To select appropriate and relevant references | 1.To conduct comprehensive research on appropriate and relevant references<br>2.To navigate the internet when selecting | **Kriteria:** none<br>**Bentuk Penilaian** : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Speech individual practice 4 X 50 | | **Materi:** Select appropriate and relevant references<br>**Pustaka:** *Related journal articles* | 5% |

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|---|---|---|---|---|---|---|---|
| **4** | To cite appropriate and relevant references | 1.to categorize selected reading references<br>2.to use Mendeley on APA style | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Speech class discussion<br>Small group discussion<br>2 X 50 | | **Materi:** Cite appropriate references<br>**Pustaka:** *Mendeley Referencing System* | 5% |
| **5** | To check students' understanding on referencing system | To successfully identify the steps in citing relevant resources | **Kriteria:**<br>Each correct answer scored 2 points<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Online qiuz<br>2 X 50 | | **Materi:** Identify the steps in citing references<br>**Pustaka:** *websites on annotated bibliography: https://owl.purdue.edu/... https://guides.library.cornell.edu/annotatedbibliography/home . https://student.unsw.edu.au/annotated-bibliography https://library.leeds.ac.uk/info/1401/academic_skills/80/annotated_bibliographievvideo https://libguides.umgc.edu/apa-annotated-bibliography* | 3% |
| **6** | To distinguish key features in academic references in the area of linguistics | To identify key features in journal article in linguistics | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio, Praktik / Unjuk Kerja | Individual reading project<br>2 X 50 | | **Materi:** Identify features in journal articles<br>**Pustaka:** *Related journal articles* | 5% |
| **7** | To distinguish key features in academic references in the area of literature and cultural studies | To identify key features in journal article in literature and cultural studies | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio, Praktik / Unjuk Kerja | Individual reading project<br>2 X 50 | | **Materi:** Identify key features in literature and cultural studies<br>**Pustaka:** *Related journal articles* | 2% |
| **8** | To achieve course learning outcome 1 & 2 | 1.To make use of methods and strategies in reading academic references critically<br>2.To distinguish key features in academic references in the area of linguistics, literature, and culture. | **Kriteria:**<br>Making Annotated Bibliography according to the generic structure correctly<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Synchronous exam<br>2 X 50 | | **Materi:** Making annotated bibliography using APA style<br>**Pustaka:** *APA 7th Referencing Style* | 10% |
| **9** | To evaluate academic reference | 1.To select two or more references<br>2.To compare two or more references<br>3.To evaluate the two or more references based on the comparison result | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Small group discussionGroup presentation (Deadline: week 10 & 11)<br>6 X 50 | | **Materi:** Evaluating academic references<br>**Pustaka:** *websites on annotated bibliography: https://owl.purdue.edu/... https://guides.library.cornell.edu/annotatedbibliography/home . https://student.unsw.edu.au/annotated-bibliography https://library.leeds.ac.uk/info/1401/academic_skills/80/annotated_bibliographievvideo https://libguides.umgc.edu/apa-annotated-bibliography* | 5% |
| **10** | To evaluate academic reference | 1.To select two or more references<br>2.To compare two or more references<br>3.To evaluate the two or more references based on the comparison result | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Small group discussionGroup presentation (Deadline: week 10 & 11)<br>6 X 50 | | **Materi:** Evaluating academic references<br>**Pustaka:** *websites on annotated bibliography: https://owl.purdue.edu/... https://guides.library.cornell.edu/annotatedbibliography/home . https://student.unsw.edu.au/annotated-bibliography https://library.leeds.ac.uk/info/1401/academic_skills/80/annotated_bibliographievvideo https://libguides.umgc.edu/apa-annotated-bibliography* | 10% |
| **11** | To evaluate academic reference | 1.To select two or more references<br>2.To compare two or more references<br>3.To evaluate the two or more references based on the comparison result | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Small group discussionGroup presentation (Deadline: week 10 & 11)<br>6 X 50 | | **Materi:** Evaluating academic references<br>**Pustaka:** *websites on annotated bibliography: https://owl.purdue.edu/... https://guides.library.cornell.edu/annotatedbibliography/home . https://student.unsw.edu.au/annotated-bibliography https://library.leeds.ac.uk/info/1401/academic_skills/80/annotated_bibliographievvideo https://libguides.umgc.edu/apa-annotated-bibliography* | 5% |
| **12** | To compose Critical Annotated Bibliography | 1.To identify the generic structure potential of a critical Annotated Bibliography<br>2.To design a critical Annotated Bibliography paper | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Speech Class discussion<br>Small group discussion<br>Self-pace composition<br>6 X 50 | | **Materi:** Critical annotated bibliography<br>**Pustaka:** *Mendeley Referencing System* | 10% |
| **13** | To compose Critical Annotated Bibliography | 1.To identify the generic structure potential of a critical Annotated Bibliography<br>2.To design a critical Annotated Bibliography paper | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | SpeechClass discussionSmall group discussionSelf-pace composition<br>6 X 50 | | **Materi:** Critical annotated bibliography<br>**Pustaka:** *Mendeley Referencing System* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **14** | To compose Critical Annotated Bibliography | 1.To identify the generic structure potential of a critical Annotated Bibliography<br>2.To design a critical Annotated Bibliography paper | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | SpeechClass discussionSmall group discussionSelf-pace composition<br>6 X 50 | | **Materi:** Design critical annotated bibliography<br>**Pustaka:** *APA 7th Referencing Style* | 10% |
| **15** | To check students' understanding on some steps in making critical Annotated Bibliography | To identify the generic structure potential of a critical Annotated Bibliography | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Online quiz<br>2 X 50 | | **Materi:** Identify generic structure about annotated bibliography<br>**Pustaka:** *websites on annotated bibliography: https://owl.purdue.edu/... https://guides.library.cornell.edu/annotatedbibliography/home . https://student.unsw.edu.au/annotated-bibliography https://library.leeds.ac.uk/info/1401/academic_skills/80/annotated_bibliographievvideo https://libguides.umgc.edu/apa-annotated-bibliography* | 5% |
| **16** | To achieve CLO 3 & 4 | 1.To evaluate selected reading material<br>2.To compose a critical review of the selected materials | **Kriteria:**<br>Making Critical Annotated Bibliography according to the generic structure correctly<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Take-home exam Deadline: June 2021<br>2 X 50 | | **Materi:** Making project related to annotated bibliography<br>**Pustaka:** *Mendeley Referencing System* | 10% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 16.5% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 55% |
| 3. | Penilaian Portofolio | 3.5% |
| 4. | Praktik / Unjuk Kerja | 25% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

| Kode Dokumen |
|---|
| |

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Research Methodology In Linguistics | 7920203182 | | T=3 | P=0 | ECTS=4.77 | 4 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Lina Purwaning Hartanti, S.Pd., M.EIL. ; Prof. Slamet Setiawan, M.A., Ph.D. ; Ayunita Leliana, S.S., M.Pd. | Lina Purwaning Hartanti, S.Pd., M.EIL. ; Prof. Slamet Setiawan, M.A., Ph.D. ; Ayunita Leliana, S.S., M.Pd. | Dr. Ali Mustofa, S.S., M.Pd. |

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|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | CPL 4.B | Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication |
| | CPL 4.C | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. being able to comprehend and apply basic research method in linguistic; background of the study | |
| | CPMK 1.A | To understand the area and the purpose of this subject and the mechanism of the study |
| | CPMK 1.B | To understand how to start doing a research and formulating research questions in linguistics (CLO 1; CLO 2) |
| | 2. being able to comprehend and apply basic research method in linguistic; theorytical framework | |
| | CPMK 2.A | To understand research area on psycholinguistics, first-language acquisition development, and conversation analysis.(CLO 1; CLO 2) |
| | CPMK 2.B | To understand research area on second language acquisition and Style in text(CLO 1; CLO2) |
| | CPMK 2.C | To understand research area on sociolinguistics, accents and dialects, and structure and meaning.(CLO 1; CLO 2) |
| | CPMK 2.D | To understand research area on historical linguistics and Language and gender.(CLO 1; CLO 2) |
| | 3. being able to comprehend and apply basic research method in linguistic; research design, data nalysis, and interpretation | |
| | CPMK 3.A | To understand characteristics of quantitative method, qualitative method, and combining methods in linguistics research |
| | CPMK 3.B | To understand concepts, framework, issues, organizing data of quantitative method |
| | CPMK 3.C | To understand research types, namely: Corpus Methods in Linguistics and Discourse-Analytic Approaches to Text and Talk |
| | CPMK 3.D | To understand research types, namely: Linguistic Ethnography Contemplating Interviews and Focus Groups |
| | 4. being able proficient in various data collection methods used in linguistics, including surveys, interviews, corpus analysis, and experimental design, | |
| | CPMK 4.A | to understand characteristic and kinds of surveys and interviews used in linguistics |
| | CPMK 4.B | to understand characteristic and kinds of corpus analysis |
| | CPMK 4.C | to understand characteristic and kinds of experimental design |
| | CPMK 4.D | to understand characteristic and kinds of mixed method |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | To understand the area and the purpose of this subject and the mechanism of the study |
| | Sub-CPMK2 | To understand how to start doing a research and formulating research questions in linguistics (CLO 1; CLO 2) |
| | Sub-CPMK3 | To understand research area on psycholinguistics, first-language acquisition development, and conversation analysis.(CLO 1; CLO 2) |
| | Sub-CPMK4 | To understand research area on second language acquisition and Style in text(CLO 1; CLO2) |
| | Sub-CPMK5 | To understand research area on sociolinguistics, accents and dialects, and structure and meaning.(CLO 1; CLO 2) |
| | Sub-CPMK6 | To understand research area on historical linguistics and Language and gender.(CLO 1; CLO 2) |
| | Sub-CPMK7 | To understand characteristics of quantitative method, qualitative method, and combining methods in linguistics research |
| | Sub-CPMK8 | To understand concepts, framework, issues, organizing data of quantitative method |
| | Sub-CPMK9 | To understand research types, namely: Corpus Methods in Linguistics and Discourse-Analytic Approaches to Text and Talk |
| | Sub-CPMK10 | To understand research types, namely: Linguistic Ethnography Contemplating Interviews and Focus Groups |
| | Sub-CPMK11 | to understand characteristic and kinds of surveys and interviews used in linguistics |
| | Sub-CPMK12 | to understand characteristic and kinds of corpus analysis |
| | Sub-CPMK13 | to understand characteristic and kinds of experimental design |
| | Sub-CPMK14 | to understand characteristic and kinds of experimental design |
| | Sub-CPMK15 | to understand characteristic and kinds of mixed method |
| | Sub-CPMK16 | to understand characteristic and kinds of mixed method |
| **Deskripsi Singkat MK** | This subject explores types and characteristics of various research methods for Linguistic filed. These covers: (1) the nature of quantitative and qualitative approaches: process of conducting research and the difference between quantitative and qualitative approaches; (2) the steps in the process of research: from collecting data up until reporting and evaluating data; (3) research design: types and their characteristics. The classroom activities are conducted through presentation, discussion, question-answer, and assignment. | |
| **Pustaka** | **Utama :** | |
| | 1. Litosseliti, Lia (ed.). (2010). Research Methods in Linguistics . London and New York: Continuum International Publishing Group.<br>2. Wray, A., Trott, K., Bloomer, A., Reay, S., and Butler, C. (1998). Projects in Linguistics: A Practical Guide to Researching Language . People's Republic of China: Edward Arnold.<br>3. More references: https://drive.google.com/drive/folders/1BbxEDZh-teT7Xw3b2qqtlXlzxpBQO4M7 | |
| | **Pendukung :** | |
| **Dosen Pengampu** | Prof. Slamet Setiawan, M.A., Ph.D.<br>Ayunita Leliana, S.S., M.Pd.<br>Cicilia Deandra Maya Putri, S.Hum., M.A. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | To understand the area and the purpose of this subject and the mechanism of the study | · To mention the area of the subject · To mention the purpose of the study · To explain the class mechanism | **Kriteria:**<br>content understanding<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Presentation, Question-Answer<br>3 X 50 | | **Materi:**<br>understanding of linguistic research<br>**Pustaka:** *Wray, A., Trott, K., Bloomer, A., Reay, S., and Butler, C. (1998). Projects in Linguistics: A Practical Guide to Researching Language . People's Republic of China: Edward Arnold.* | 5% |
| **2** | To understand how to start doing a research and formulating research questions in linguistics (CLO 1; CLO 2) | To explain how to start to do a research To identify research questions in Linguistics | **Kriteria:**<br>understanding and formulating appropriate RQ<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Presentation, Discussion, Question-Answer<br>3 X 50 | | **Materi:** How to formulate RQ<br>**Pustaka:** *Wray, A., Trott, K., Bloomer, A., Reay, S., and Butler, C. (1998). Projects in Linguistics: A Practical Guide to Researching Language . People's Republic of China: Edward Arnold.* | 5% |
| **3** | To understand research area on psycholinguistics, first-language acquisition development, and conversation analysis.(CLO 1; CLO 2) | 1.To identify research topic on psycholinguistics<br>2.To identify research topic on first-language acquisition development<br>3.To identify research topic on conversation analysis | **Kriteria:**<br>Understanding of identifying research topic on psycholinguistics, first-language acquisition development, and conversation analysis<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Presentation, Discussion, Question-Answer<br>3 X 50 | | **Materi:** research method in linguistic<br>**Pustaka:** *Litosseliti, Lia (ed.). (2010). Research Methods in Linguistics . London and New York: Continuum International Publishing Group.* | 5% |
| **4** | To understand research area on second language acquisition and Style in text(CLO 1; CLO2) | 1.To identify research topic on Second language acquisition<br>2.To identify research topic on Style in text Style | **Kriteria:**<br>understand content<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Presentation, Discussion, Question-Answer<br>3 X 50 | | **Materi:** research method in linguistic<br>**Pustaka:** *Litosseliti, Lia (ed.). (2010). Research Methods in Linguistics . London and New York: Continuum International Publishing Group.* | 5% |
| **5** | To understand research area on sociolinguistics, accents and dialects, and structure and meaning.(CLO 1; CLO 2) | 1.To identify research topic on Sociolinguistics<br>2.To identify research topic on Accents and dialects of English<br>3.To identify research topic on Structure and meaning | **Kriteria:**<br>content understanding<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion Presentation, Question-Answer, Demonstration<br>3 X 50 | | **Materi:** research method in linguistic<br>**Pustaka:** *Litosseliti, Lia (ed.). (2010). Research Methods in Linguistics . London and New York: Continuum International Publishing Group.* | 5% |
| **6** | To understand research area on historical linguistics and Language and gender.(CLO 1; CLO 2) | 1.To identify research topic on hhistorical linguistics<br>2.To identify research topic on language and gender | **Kriteria:**<br>able to identify and understanding of the historical linguistics and language and gender<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Presentation, Discussion, Question-Answer<br>3 X 50 | | **Materi:** research method in linguistic<br>**Pustaka:** *Litosseliti, Lia (ed.). (2010). Research Methods in Linguistics . London and New York: Continuum International Publishing Group.* | 5% |
| **7** | To understand characteristics of quantitative method, qualitative method, and combining methods in linguistics research | 1.To explain the characteristics of quantitative method<br>2.To explain the characteristics of qualitative method<br>3.To explain the characteristics of combining methods in Linguistics Research | **Kriteria:**<br>content understanding<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Presentation, Discussion, Question-Answer<br>3 X 50 | | **Materi:** research method in linguistic qualitative, quantitive, and mixed<br>**Pustaka:** *Litosseliti, Lia (ed.). (2010). Research Methods in Linguistics . London and New York: Continuum International Publishing Group.* | 15% |
| **8** | To understand concepts, framework, issues, organizing data of quantitative method | 1.To explain the concepts, framework, issues of quantitative method<br>2.To explain the data organization of quantitative method | **Kriteria:**<br>understanding of content<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Presentation, Discussion, Question-Answer<br>3 X 50 | | **Materi:** theory of framework<br>**Pustaka:** *Wray, A., Trott, K., Bloomer, A., Reay, S., and Butler, C. (1998). Projects in Linguistics: A Practical Guide to Researching Language . People's Republic of China: Edward Arnold.* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **9** | To understand research types, namely: Corpus Methods in Linguistics and Discourse-Analytic Approaches to Text and Talk | To explain the characteristics of Corpus Methods in Linguistics To explain the characteristics of discourse-analytic approaches to text and talk | **Kriteria:**<br>able To explain the characteristics of Corpus Methods in Linguistics To explain the characteristics of discourse-analytic approaches to text and talk<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Presentation, Discussion, Question-Answer<br>3 X 50 | | **Materi:** research method in linguistic<br>**Pustaka:** *Wray, A., Trott, K., Bloomer, A., Reay, S., and Butler, C. (1998). Projects in Linguistics: A Practical Guide to Researching Language . People's Republic of China: Edward Arnold.* | 5% |
| **10** | To understand research types, namely: Linguistic Ethnography Contemplating Interviews and Focus Groups | 1.To explain the characteristics of Linguistic Ethnography<br>2.To explain the characteristics of Contemplating Interviews and Focus Groups | **Kriteria:**<br>able to identify and understanding of the Linguistic Ethnography and Contemplating Interviews and Focus Groups<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Presentation, Discussion, Question-Answer<br>3 X 50 | | **Materi:** research method in linguistic<br>**Pustaka:** *Litosseliti, Lia (ed.). (2010). Research Methods in Linguistics . London and New York: Continuum International Publishing Group.* | 5% |
| **11** | to understand characteristic and kinds of surveys and interviews used in linguistics | understand characteristic and kinds of surveys and interviews used in linguistics | **Kriteria:**<br>content understanding<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | lecture<br>group discussion<br>3x50 | | **Materi:** research method in linguistic<br>**Pustaka:** *Litosseliti, Lia (ed.). (2010). Research Methods in Linguistics . London and New York: Continuum International Publishing Group.* | 5% |
| **12** | to understand characteristic and kinds of corpus analysis | able to identify characteristic and kinds of corpus analysis | **Kriteria:**<br>content analysis and product<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | lecture<br>group discussion<br>3x50 | | **Materi:** research method in linguistic<br>**Pustaka:** *Litosseliti, Lia (ed.). (2010). Research Methods in Linguistics . London and New York: Continuum International Publishing Group.* | 5% |
| **13** | to understand characteristic and kinds of experimental design | able to elaborate and understand characteristic and kinds of experimental design | **Kriteria:**<br>content understanding<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecture<br>question-answer discussion<br>3x50 | | **Materi:** research method in linguistic<br>**Pustaka:** *Litosseliti, Lia (ed.). (2010). Research Methods in Linguistics . London and New York: Continuum International Publishing Group.* | 5% |
| **14** | to understand characteristic and kinds of experimental design | present the product | **Kriteria:**<br>able to elaborate characteristic and kinds of experimental design based on their product<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum | presentation and discussion<br>3x50 | | **Materi:** research method in linguistic<br>**Pustaka:** *Litosseliti, Lia (ed.). (2010). Research Methods in Linguistics . London and New York: Continuum International Publishing Group.* | 10% |
| **15** | to understand characteristic and kinds of mixed method | understand characteristic and kinds of mixed method | **Kriteria:**<br>presenting their task<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | lecture<br>group discussion<br>3x50 | | **Materi:** research method in linguistic<br>**Pustaka:** *Litosseliti, Lia (ed.). (2010). Research Methods in Linguistics . London and New York: Continuum International Publishing Group.* | 10% |
| **16** | to understand characteristic and kinds of mixed method | content understanding | **Kriteria:**<br>presenting their product<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | discussion<br>3x50 | | **Materi:** research method in linguistic<br>**Pustaka:** *Litosseliti, Lia (ed.). (2010). Research Methods in Linguistics . London and New York: Continuum International Publishing Group.* | 5% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 69.17% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 9.17% |
| 3. | Penilaian Praktikum | 5% |
| 4. | Praktik / Unjuk Kerja | 16.67% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.

8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Research Methodology in Literature | 7920203302 | Mata Kuliah Wajib Program Studi | T=3 | P=0 | ECTS=4.77 | 4 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Pratiwi Retnaningdyah, Ph.D | Pratiwi Retnaningdyah, Ph.D | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to discuss how different approaches to literature may result in different interpretations of the same text. | |
| | CPMK 1.A | Being able to describe the different types of research designs used in literary research. |
| | 2. Being able to map possible research methods in analyzing particular works of literature and culture. | |
| | CPMK 2.A | Being able to formulate clear and concise research questions. |
| | CPMK 2.B | Being able to identify appropriate literary research designs and methods to answer research questions. |
| | CPMK 2.C | Being able to develop research proposals and plans. |
| | 3. Being able to present the mini-research proposal orally | |
| | CPMK 3.A | Being able to use technology for literary analysis |
| | CPMK 3.B | Being able to use evidence from literary texts to support arguments and conclusions. |
| | CPMK 3.C | Being able to write a reflective note critically analyzing learning experiences and development as a researcher. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Describe the different types of research designs used in literary research. |
| | Sub-CPMK2 | Explain the importance of research questions in guiding research projects. |
| | Sub-CPMK3 | Write a reflective note critically analyzing learning experiences and development as a researcher. |
| | Sub-CPMK4 | What is the New Criticism?What is Structuralism: Greimas & Propp? |
| | Sub-CPMK5 | What is the New Criticism?What is Structuralism: Greimas & Propp? |
| | Sub-CPMK6 | What is Feminism?What is Post-colonialism: Bhabha· How to apply a theory? Ex: Analyzing Fitzgerald's The Great GatsbyAnalyzing the characters structurally, the New Critics' elements, the characters' psychologically |
| | Sub-CPMK7 | What is Feminism?What is Post-colonialism: Bhabha· How to apply a theory? Ex: Analyzing Fitzgerald's The Great GatsbyAnalyzing the characters structurally, the New Critics' elements, the characters' psychologically |
| | Sub-CPMK8 | ·How to apply a theory?Analyzing the Class Social, the women's problem(s), the problem of identity Ex: Analyzing Buya Hamka's Tenggelamnya Kapal Van der Wijck |
| | Sub-CPMK9 | ·How to apply a theory?Analyzing the Class Social, the women's problem(s), the problem of identity Ex: Analyzing Buya Hamka's Tenggelamnya Kapal Van der Wijck |
| | Sub-CPMK10 | Being able to use technology for literary analysis |
| | Sub-CPMK11 | Being able to use technology for literary analysis |
| | Sub-CPMK12 | being able to understand how to use evidence from literary texts to support arguments and conclusion |
| | Sub-CPMK13 | being able to understand how to use evidence from literary texts to support arguments and conclusion |
| | Sub-CPMK14 | Being able to write a reflective note critically analyzing learning experience and development as a researchers |
| | Sub-CPMK15 | being able to use appropriate language, grammar, and mechanics in writing a research paper about literature |
| | Sub-CPMK16 | being able to use appropriate language, grammar, and mechanics in writing a research paper about literature |
| | Sub-CPMK17 | being able to identify ethical issues without judging different opinion |
| **Deskripsi Singkat MK** | This course equips students with the knowledge, skills, and attitudes necessary for conducting effective literary research. Through an exploration of four key approaches to literature—text-, context-, reader-, and author-oriented—students will develop a nuanced understanding of literary analysis. Project-based assessments will enable students to apply these methodologies in practice, fostering critical thinking and research proficiency, thus providing with a strong foundation for developing undergraduate theses. | |
| **Pustaka** | **Utama :** | |
| | 1. Klarer, Mario. 2004. An Introduction to Literary Studies . London: Routledge.<br>2. Tyson, Lois. 2006. Critical Theory Today: A User-Friendly Guide. London: Routledge.<br>3. Tyson, Lois. 2011. Using Critical Theory: How to read and write about literature London: Routledge. | |
| | **Pendukung :** | |
| | 1. Journal articles on literary analysis<br>2. Selected literary works | |
| **Dosen Pengampu** | Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.<br>Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.<br>Uci Elly Kholidah, S.S., M.A. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Describe the different types of research designs used in literary research. | being able to describe the different types of research designs used in literary research. | **Kriteria:**<br>1.Clarity: Is the research question clearly stated and specific?<br>2.Relevance: Are the research objectives aligned with the research question?<br>3.Method Selection: Are the chosen research methods suitable for addressing the research question?<br>4.Depth: Has the student conducted a comprehensive literature review relevant to the research topic?<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecture and discussion<br>group discussion<br>3 X 50 | | **Materi:** literature journal articles<br>**Pustaka:** *Journal articles on literary analysis* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **2** | 1.Explain the importance of research questions in guiding research projects.<br>2.Write a reflective note critically analyzing learning experiences and development as a researcher. | 1.being able to explain the importance of research questions in guiding research projects.<br>2.being able to write a reflective note critically analyzing learning experiences and development as a researcher. | **Kriteria:**<br>1.Clarity: Is the research question clearly stated and specific?<br>2.Relevance: Are the research objectives aligned with the research question?<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students practise identifying research questions in journal articles.<br>3 X 50 | | **Materi:** journal articles<br>**Pustaka:** *Journal articles on literary analysis* | 4% |
| **3** | What is the New Criticism?What is Structuralism: Greimas & Propp? | understand about New Criticism and Structuralism | **Kriteria:**<br>Content Understanding<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecture and discussion<br>group discussion<br>3 X 50 | | **Materi:** New Criticism and Structuralism<br>**Pustaka:** *Klarer, Mario. 2004. An Introduction to Literary Studies . London: Routledge.* | 3% |
| **4** | What is the New Criticism?What is Structuralism: Greimas & Propp? | understand about New Criticism and Structuralism | **Kriteria:**<br>Content Understanding<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecture and discussion<br>group discussion<br>3 X 50 | | **Materi:** New Criticism and Structuralism<br>**Pustaka:** *Klarer, Mario. 2004. An Introduction to Literary Studies . London: Routledge.* | 5% |
| **5** | What is Feminism? What is Post-colonialism: Bhabha· How to apply a theory? Ex: Analyzing Fitzgerald's The Great GatsbyAnalyzing the characters structurally, the New Critics' elements, the characters' psychologically | Understand Feminism, Post-colonialism: Bhabha· and How to apply a theory | **Kriteria:**<br>content understanding<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecture and discussion<br>group discussion<br>3 X 50 | | **Materi:** introduction to literary studies<br>**Pustaka:** *Klarer, Mario. 2004. An Introduction to Literary Studies . London: Routledge.* | 5% |
| **6** | What is Feminism? What is Post-colonialism: Bhabha· How to apply a theory? Ex: Analyzing Fitzgerald's The Great GatsbyAnalyzing the characters structurally, the New Critics' elements, the characters' psychologically | Understand Feminism, Post-colonialism: Bhabha· and How to apply a theory | **Kriteria:**<br>content understanding<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecture and discussion<br>group discussion<br>3 X 50 | | **Materi:** introduction to literary studies<br>**Pustaka:** *Klarer, Mario. 2004. An Introduction to Literary Studies . London: Routledge.* | 4% |
| **7** | ·How to apply a theory?Analyzing the Class Social, the women's problem(s), the problem of identity Ex: Analyzing Buya Hamka's Tenggelamnya Kapal Van der Wijck | understanding of How to apply a theory, Analyzing the Class Social, the women's problem(s), the problem of identity | **Kriteria:**<br>content understanding<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecture and discussion<br>group discussion<br>3 X 50 | | **Materi:** understanding of How to apply a theory,<br>**Pustaka:** *Tyson, Lois. 2006. Critical Theory Today: A User-Friendly Guide. London: Routledge.*<br><br>**Materi:** understanding of How to apply a theory,<br>**Pustaka:** *Tyson, Lois. 2011. Using Critical Theory: How to read and write about literature London: Routledge.* | 4% |
| **8** | ·How to apply a theory?Analyzing the Class Social, the women's problem(s), the problem of identity Ex: Analyzing Buya Hamka's Tenggelamnya Kapal Van der Wijck | understanding of How to apply a theory, Analyzing the Class Social, the women's problem(s), the problem of identity | **Kriteria:**<br>content understanding<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecture and discussion<br>group discussion<br>3 X 50 | | **Materi:** understanding of How to apply a theory,<br>**Pustaka:** *Tyson, Lois. 2006. Critical Theory Today: A User-Friendly Guide. London: Routledge.*<br><br>**Materi:** understanding of How to apply a theory,<br>**Pustaka:** *Tyson, Lois. 2011. Using Critical Theory: How to read and write about literature London: Routledge.* | 4% |
| **9** | Being able to use technology for literary analysis | understand how to use some media using technology in analyzing literature | **Kriteria:**<br>content understanding<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | group discussion<br>lecturer<br>3 X 50 | | **Materi:** methodology<br>**Pustaka:** *Journal articles on literary analysis* | 4% |
| **10** | Being able to use technology for literary analysis | understand how to use some media using technology in analyzing literature | **Kriteria:**<br>content understanding and practicum<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | group discussion<br>lecturer<br>3 X 50 | | **Materi:** methodology<br>**Pustaka:** *Journal articles on literary analysis* | 6% |
| **11** | being able to understand how to use evidence from literary texts to support arguments and conclusion | understand how to use evidence from literary texts to support arguments and conclusion | **Kriteria:**<br>content and practicum<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | lecture<br>group discussion<br>3x50 | | **Materi:** article<br>**Pustaka:** *Journal articles on literary analysis* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **12** | being able to understand how to use evidence from literary texts to support arguments and conclusion | understand how to use evidence from literary texts to support arguments and conclusion | **Kriteria:**<br>content and practicum<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Prcticum<br>3x50 | | **Materi:** article<br>**Pustaka:** *Journal articles on literary analysis* | 10% |
| **13** | Being able to write a reflective note critically analyzing learning experience and development as a researchers | understand and able to show up a reflective note critically analyzing learning experience and development as a researchers | **Kriteria:**<br>content<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | lecture<br>discussion | | **Materi:** critical anlyzing<br>**Pustaka:** *Tyson, Lois. 2006. Critical Theory Today: A User-Friendly Guide. London: Routledge.*<br><br>**Materi:** short story<br>**Pustaka:** *Selected literary works* | 5% |
| **14** | being able to use appropriate language, grammar, and mechanics in writing a research paper about literature | understand how to use appropriate language, grammar, and mechanics in writing a research paper about literature | **Kriteria:**<br>content production<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | lecture<br>discussion | | **Materi:** article<br>**Pustaka:** *Journal articles on literary analysis* | 6% |
| **15** | being able to use appropriate language, grammar, and mechanics in writing a research paper about literature | understand how to use appropriate language, grammar, and mechanics in writing a research paper about literature | **Kriteria:**<br>content production<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | lecture<br>discussion<br>3x50 | | **Materi:** article<br>**Pustaka:** *Journal articles on literary analysis* | 10% |
| **16** | being able to identify ethical issues without judging different opinion | understand and show up their product of identifying ethical issues without judging different opinion | **Kriteria:**<br>content analysis and product<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | lecture<br>group discussion<br>3x50 | | **Materi:** artice<br>**Pustaka:** *Journal articles on literary analysis* | 20% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 67.84% |
| 2. | Penilaian Praktikum | 8.34% |
| 3. | Praktik / Unjuk Kerja | 23.84% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Statistics for Language Studies | 7920202282 | | T=2 | P=0 | ECTS=3.18 | 4 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | Dr. Widyastuti, S.S., M.Pd | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | CPL 4.B | Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication |
| | CPL 4.C | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to define and explain basic statistical concepts. | |
| | CPMK 1.A | Being able to define and explain basic statistical concepts, such as central tendency, variability, correlation, regression, through the process of designing a research question |
| | CPMK 1.B | Being able to design and implement a research project that uses statistical methods to address the identified problem or question |
| | CPMK 1.C | Being able to collect, organize, and analyze linguistic data using Excel |
| | CPMK 1.D | Being able to interpret and communicate statistical results in a clear and meaningful way, both in writing and through oral presentation |
| | CPMK 1.E | Being able to use Excel as the basic statistical software to analyze and visualize linguistic data by working on a project-based assignment that requires them to use this tool to conduct statistical analysis |
| | 2. Being able to analyze the frequency distribution of data set of words and to examine the correlation between two language variables | |
| | CPMK 2.A | Being able to identify common sources of error or bias in statistical analyses and explain how to address these issue, through the process of working on a project that applies statistical methods to language data. |
| | CPMK 2.B | Being able to work collaboratively in small groups to develop and conduct a research project that applies statistical methods to language data |
| | 3. Being able to communicate statistical results clearly and effectively both in written reports and oral presentations | |
| | CPMK 3.A | Being able to define and explain basic statistical concepts, such as central tendency, variability, correlation, regression, through the process of designing a research question |
| | CPMK 3.B | Being able to design and implement a research project that uses statistical methods to address the identified problem or question |
| | CPMK 3.C | Being able to collect, organize, and analyze linguistic data using Excel |
| | CPMK 3.D | Being able to interpret and communicate statistical results in a clear and meaningful way, both in writing and through oral presentation |
| | CPMK 3.E | Being able to use Excel as the basic statistical software to analyze and visualize linguistic data by working on a project-based assignment that requires them to use this tool to conduct statistical analysis |
| | CPMK 3.F | Being able to identify common sources of error or bias in statistical analyses and explain how to address these issue, through the process of working on a project that applies statistical methods to language data. |
| | CPMK 3.G | Being able to work collaboratively in small groups to develop and conduct a research project that applies statistical methods to language data |
| | 4. Being able to critically evaluate the validity and reliability of statistical analyses in published research article, including identifying potential sources of bias or confounding variables. | |
| | CPMK 4.A | Being able to reflect on their learning process and identify areas for improvement in their understanding of statistical concepts and methods, by participating in reflective exercises throughout the project-based learning experience. |
| | CPMK 4.B | Being able to collect, organize, and analyze linguistic data using Excel |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to identify a real-world problem related to language studies that involving statistical skills. |
| | Sub-CPMK2 | Being able to create reflective notes on student' own problem related to language studies by applying the statistical methods |
| | Sub-CPMK3 | Being able to define and explain basic statistical concepts, such as visualization data. |
| | Sub-CPMK4 | Being able to respond to others' presentations in English using an appropriate manner |
| | Sub-CPMK5 | Being able to respond to others' presentations in English using an appropriate manner |
| | Sub-CPMK6 | Precise independe nt variables and dependent variable |
| | Sub-CPMK7 | To compute basic descriptive statistics and to plot probability distributions and to explore data graphically in other ways |
| | Sub-CPMK8 | To conduct basic significance tests and explain the meaning of the results |
| | Sub-CPMK9 | To conduct basic significance tests and explain the meaning of the results |
| | Sub-CPMK10 | Being able to define and explain basic statistical concepts, such as central tendency, variability, correlation, regression, through the process of designing a research question |
| | Sub-CPMK11 | Being able to design and implement a research project that uses statistical methods to address the identified problem or question |
| | Sub-CPMK12 | Being able to collect, organize, and analyze linguistic data using Excel |
| | Sub-CPMK13 | Being able to interpret and communicate statistical results in a clear and meaningful way, both in writing and through oral presentation |
| | Sub-CPMK14 | Being able to use Excel as the basic statistical software to analyze and visualize linguistic data by working on a project-based assignment that requires them to use this tool to conduct statistical analysis |
| | Sub-CPMK15 | Being able to identify common sources of error or bias in statistical analyses and explain how to address these issue, through the process of working on a project that applies statistical methods to language data. |
| | Sub-CPMK16 | Being able to work collaboratively in small groups to develop and conduct a research project that applies statistical methods to language data |
| | Sub-CPMK17 | Being able to collect, organize, and analyze linguistic data using Excel |
| | Sub-CPMK18 | Being able to interpret and communicate statistical results in a clear and meaningful way, both in writing and through oral presentation |
| | Sub-CPMK19 | General Review |
| | Sub-CPMK20 | Final Exam |
| **Deskripsi Singkat MK** | This course is an introduction to statistics for language studies that develops and illustrates fundamental ideas in statistics with examples and applications from language. Through the lectures, readings, and assignments you will get experience in applying concepts and using statistical methods to collect, analyze, and interpret data from a diverse set of linguistic sources. These statistical concepts that facilitate linguistic explanation through the analysis of quantitative data will be emphasized in this course. This course uses Problem-based and Project-Based methods of learning. | |
| **Pustaka** | **Utama :** | |


1. Baayen, R. H. 2008. Analyzing Linguistic Data: A Practical Introduction to Statistics Using R . 1st ed. New York: Cambridge University Press, ISBN: 9780521709187. Butler, C.S. 2008. Statistics in Linguistics . Oxford: Basil-Blackwell. Stirzaker, D . 2007. Probability and Random Variables: A Beginner's Guide. 1st ed. New York: Cambridge University Press. ISBN: 0521642973.
2. Butler, C.S. 2008.Statistics in Linguistics. Oxford: Basil-Blackwell.
3. Stirzaker, D . 2007.Probability and Random Variables: A Beginner's Guide.1st ed. New York: Cambridge University Press. ISBN: 0521642973..


**Pendukung :**

1. newspaper/magazines articles
2. Journal
3. website https://stats.oecd.org/

| | |
|---|---|
| **Dosen Pengampu** | Dr. Widyastuti, S.S., M.Pd.<br>Silvy Cinthia Adelia, S.S., M.A. |

| **Mg Ke-** | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | **Penilaian** | | **Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]** | | **Materi Pembelajaran [ Pustaka ]** | **Bobot Penilaian (%)** |
|---|---|---|---|---|---|---|---|
| | | **Indikator** | **Kriteria & Bentuk** | **Luring (*offline*)** | **Daring (*online*)** | | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** |
| **1** | Being able to identify a real-world problem related to language studies that involving statistical skills. | 2 out of 4 given key concepts in statistical skills. | **Kriteria:**<br>unjuk kerja<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | lecturing<br>2 X 50 | lecturing<br>2 X 50 | **Materi:** The important of statistics<br>**Pustaka:** *Butler, C.S. 2008.Statistics in Linguistics. Oxford: Basil-Blackwell.* | 5% |
| **2** | Being able to create reflective notes on student' own problem related to language studies by applying the statistical methods | Answer all 5 questions on reflection | **Kriteria:**<br>self-awareness, critical thinking, self-regulation and self-management, authenticity & honestly<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Tes | case-based<br>2 X 50 | case based<br>2 X 50 | **Materi:** Frequency distribution, measures of central tendency and variability<br>**Pustaka:** *Stirzaker, D . 2007.Probability and Random Variables: A Beginner's Guide.1st ed. New York: Cambridge University Press. ISBN: 0521642973..* | 5% |
| **3** | Being able to define and explain basic statistical concepts, such as visualization data. | create 2 of 5 types of visualizatio n data | **Kriteria:**<br>content and organization, visual design, time management, teamwork and collaboration, engagement and interaction<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Group Presentation, Class Discussion<br>2 x50 | | **Materi:** Basic of statistic<br>**Pustaka:** *Butler, C.S. 2008.Statistics in Linguistics. Oxford: Basil-Blackwell.* | 5% |
| **4** | Being able to respond to others' presentations in English using an appropriate manner | To create contingency table using Bayes's Theorem | **Kriteria:**<br>Pencil and paper assignment.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum | Small group discussion<br>2 X 50 | accuracy, critical thinking, visual design, slide clarity, and creadibily | **Materi:** Analyze statistic in linguistic<br>**Pustaka:** *Butler, C.S. 2008.Statistics in Linguistics. Oxford: Basil-Blackwell.* | 5% |
| **5** | 1.Being able to respond to others' presentations in English using an appropriate manner<br>2.Precise independe nt variables and dependent variable | To create contingency table using Bayes's Theorem | **Kriteria:**<br>Pencil and paper assignment.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum | Small group discussion<br>2 X 50 | accuracy, critical thinking, visual design, slide clarity, and creadibily | **Materi:** ;<br>**Pustaka:** *Butler, C.S. 2008.Statistics in Linguistics. Oxford: Basil-Blackwell.*<br><br>**Materi:** The Normal Distribution<br>**Pustaka:** | 5% |
| **6** | To compute basic descriptive statistics and to plot probability distributions and to explore data graphically in other ways | To measure mean, variance and normal distribution using individual and community variation | **Kriteria:**<br>Make key-point about distribution<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja | lecturing and Independent study<br>2 X 50 | | **Materi:** Normal distribution<br>**Pustaka:** *Stirzaker, D . 2007.Probability and Random Variables: A Beginner's Guide.1st ed. New York: Cambridge University Press. ISBN: 0521642973..*<br><br>**Materi:** Probability in statistic<br>**Pustaka:** *Stirzaker, D . 2007.Probability and Random Variables: A Beginner's Guide.1st ed. New York: Cambridge University Press. ISBN: 0521642973..* | 5% |
| **7** | To conduct basic significance tests and explain the meaning of the results | To design dative alternation data | **Kriteria:**<br>calculate alternation data<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Inquiry<br>2 X 50 | | **Materi:** data alternatives<br>**Pustaka:** *newspaper/magazines articles* | 5% |
| **8** | To conduct basic significance tests and explain the meaning of the results | To design dative alternation data | **Kriteria:**<br>explain the result of the data<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Inquiry<br>2 X 50 | | **Materi:** analyze the sample data<br>**Pustaka:** *Baayen, R. H. 2008. Analyzing Linguistic Data: A Practical Introduction to Statistics Using R . 1st ed. New York: Cambridge University Press, ISBN: 9780521709187. Butler, C.S. 2008. Statistics in Linguistics . Oxford: Basil-Blackwell. Stirzaker, D . 2007. Probability and Random Variables: A Beginner's Guide. 1st ed. New York: Cambridge University Press. ISBN: 0521642973.* | 10% |

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| **9** | Being able to define and explain basic statistical concepts, such as central tendency, variability, correlation, regression, through the process of designing a research question | to use R to provide counts from linguistics data, construct contingency tables, compute basic descriptive statistics, plot probability distributions, and explore data graphically in other ways references critically to conduct basic significance tests and explains the meaning of the results | **Kriteria:**<br>Show data analysis<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Peer-work discussion<br>2 X 50 | | **Materi:** Probability and random samples<br>**Pustaka:** *Stirzaker, D . 2007.Probability and Random Variables: A Beginner's Guide.1st ed. New York: Cambridge University Press. ISBN: 0521642973..* | 5% |
| **10** | 1.Being able to design and implement a research project that uses statistical methods to address the identified problem or question<br>2.Being able to collect, organize, and analyze linguistic data using Excel<br>3.Being able to interpret and communicate statistical results in a clear and meaningful way, both in writing and through oral presentation | Able to make research question, show the data collection and hypothesis | **Kriteria:**<br>Make data collection<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Peer work<br>Discussion<br>2 X 50 | | **Materi:** Data collection<br>**Pustaka:** *Stirzaker, D . 2007.Probability and Random Variables: A Beginner's Guide.1st ed. New York: Cambridge University Press. ISBN: 0521642973..* | 5% |
| **11** | 1.Being able to use Excel as the basic statistical software to analyze and visualize linguistic data by working on a project-based assignment that requires them to use this tool to conduct statistical analysis<br>2.Being able to identify common sources of error or bias in statistical analyses and explain how to address these issue, through the process of working on a project that applies statistical methods to language data. | Design data samples and analyze it | **Kriteria:**<br>Make the data and analyze<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Peer work<br>Discussion<br>2 X 50 | | **Materi:** Data analysis<br>**Pustaka:** *Butler, C.S. 2008.Statistics in Linguistics. Oxford: Basil-Blackwell.* | 5% |
| **12** | Being able to work collaboratively in small groups to develop and conduct a research project that applies statistical methods to language data | Work collaboratively to analyze the data | **Kriteria:**<br>Make group try to find article and analyze the data collection and analysis<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Peer work<br>Discussion<br>2 X 50 | | **Materi:** Analyze articles<br>**Pustaka:** *Journal* | 5% |
| **13** | Being able to collect, organize, and analyze linguistic data using Excel | Make a group and analyze articles | **Kriteria:**<br>Try to identify the data<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Group discussion<br>2 X 50 | | **Materi:** Articles<br>**Pustaka:** *Journal* | 2% |
| **14** | Being able to interpret and communicate statistical results in a clear and meaningful way, both in writing and through oral presentation | Analyze the article about method, data collection, data analysis and results | **Kriteria:**<br>Analyze aspect of article<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Group discussion<br>2 X 50 | | **Materi:** Articles<br>**Pustaka:** *Butler, C.S. 2008.Statistics in Linguistics. Oxford: Basil-Blackwell.* | 4% |
| **15** | General Review | Review all material that has been explained before | **Kriteria:**<br>Explain key-points and recite them<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing<br>Discussion<br>2 X 50 | | **Materi:** General review<br>**Pustaka:** *Baayen, R. H. 2008. Analyzing Linguistic Data: A Practical Introduction to Statistics Using R . 1st ed. New York: Cambridge University Press, ISBN: 9780521709187. Butler, C.S. 2008. Statistics in Linguistics . Oxford: Basil-Blackwell. Stirzaker, D . 2007. Probability and Random Variables: A Beginner's Guide. 1st ed. New York: Cambridge University Press. ISBN: 0521642973.* | 4% |
| **16** | Final Exam | Create articles about quantitative | **Kriteria:**<br>Create articles with proper method, data collection and data analysis<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio, Penilaian Praktikum, Tes | Individual work<br>2 X 50 | | **Materi:** Final Exam<br>**Pustaka:** *Journal* | 25% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 31.34% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 5% |
| 3. | Penilaian Portofolio | 20% |
| 4. | Penilaian Praktikum | 10.83% |
| 5. | Praktik / Unjuk Kerja | 15.75% |
| 6. | Tes | 17.08% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Critical Thinking | 7920202285 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 5 | 1 September 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Cicilia Deandra, S.S, M.A | Dwi Cahyani Nur Kusumaningtyas, S.S, M.Hum | Dr. Ali Mustofa, S.S., M.Pd. |

**Model Pembelajaran:** Case Study

**Capaian Pembelajaran (CP)**

| CPL-PRODI yang dibebankan pada MK | |
|---|---|
| **1. Sikap** | |
| CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| **2. Keterampilan Umum** | |
| CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| **3. Keterampilan Khusus** | |
| CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| **4. Pengetahuan** | |
| CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| 1. Being able to identify critically complex global challenges and issues related to their lives | |
| CPMK 1.A | Being able to develop the ability to critically analyze the information |
| CPMK 1.B | Being able to evaluate the quality and reliability of data, research and any information |
| CPMK 1.C | Being able to demonstrate and understand current issues in any multiple disciplinaries |
| CPMK 1.D | Being able to integrate any insights from any fields into criritcal analyses |
| 2. Being able to identify and analyze causes of challenges beyond surface-level symptoms | |
| CPMK 2.A | Being able to compare and contrast different approaches, policies, and strategies |
| CPMK 2.B | Being able to evaluate the effectiveness and potential consequences of policies |
| CPMK 2.C | Being able to assess existing |
| 3. Being able to identify and analyze causes of challenges beyond surface-level symptoms | |
| 4. Being able to communicate their critical analyses and arguments effectively, both written and oral | |
| CPMK 4.A | Being able to engage in productive and respectful discussions and debates on topics, foster open mindedness and collaboration |
| CPMK 4.B | Being able to inform an ethical decisions and consider long-term implications |
| CPMK 4.C | Being able to appreciate interconnected of global issues and importance of international cooperation |
| CPMK 4.D | Being able to engage self-reflection, recognize the development of critical thinking and improvement |
| **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| Sub-CPMK1 | Being able to develop the ability to critically analyze the information |
| Sub-CPMK2 | Being able to develop the ability to critically analyze the information |
| Sub-CPMK3 | Being able to evaluate the quality and reliability of data, research and any information |
| Sub-CPMK4 | Being able to demonstrate and understand current issues in any multiple disciplinaries |
| Sub-CPMK5 | Being able to integrate insights from any fields into critical analyses |
| Sub-CPMK6 | Being able to integrate insights from any fields into critical analyses |
| Sub-CPMK7 | students are able to formulate arguments with sound and persuasive reasoning. |
| Sub-CPMK8 | Being able to compare and contrast different approaches, policies, and strategies |
| Sub-CPMK9 | Identify common psychological barriers to logical and critical thinking. |
| Sub-CPMK10 | Being able to evaluate the effectiveness and potential consequences of policies |
| Sub-CPMK11 | Being able to assess existing policies and propose evidence-based recommendation for policy improvements |
| Sub-CPMK12 | Being able to engage in productive and respectful discussions and debates on topics, foster open mindedness and collaboration |
| Sub-CPMK13 | Being able to inform an ethical decisions and consider long-term implications |
| Sub-CPMK14 | Being able to appreciate interconnected of global issues and importance of international cooperation |
| Sub-CPMK15 | Being able to appreciate interconnected of global issues and importance of international cooperation |
| Sub-CPMK16 | Review all material |
| Sub-CPMK17 | Final Exam |

**Deskripsi Singkat MK:** The course is designed to develop students' understanding of critical thinking and their ability to bring it into their lives. It fosters an understanding of how to experience critical thinking skills through any subject or discipline, and at any level of instruction. in addition, the students will be introduced to the elements of reasoning, universal intellectual standards, and intellectual traits through readings, discussions, and practical application activities. Besides, the students will learn to consciously use critical thinking concepts and strategies in learning, and in their lives.

**Pustaka**

**Utama :**


1. Connie Missiner. 2005.Good arguments: an introduction to critical thinking. USA: Prentice-Hall
2. Cottrel, Stella.2017. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan
3. Laurie Blass. 2017. 21st-century communication: listening, speaking, and critical thinking. USA: Prentice-Hall.
4. Lewis Vaughn.2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.


**Pendukung :**

1. Journals
2. Mendeley Reference Manager

**Dosen Pengampu:** Prof. Slamet Setiawan, M.A., Ph.D.
Dr. Widyastuti, S.S., M.Pd.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | Being able to develop the ability to critically analyze the information | mention the controversial issue | **Kriteria:**<br>Answer 5 controversial issues essays question. Each point worth 20 points<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Discovery learning<br>Discussion<br>Individual assignment<br>2 X 50 | Discussion<br>Individual assignment<br>2 X 50 | **Materi:** How to organize and analyze controversial issues<br>**Pustaka:** *Cottrel, Stella.2017. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan* | 4% |
| **2** | 1.Being able to develop the ability to critically analyze the information<br>2.Being able to evaluate the quality and reliability of data, research and any information | note making-key databased | **Kriteria:**<br>Create some key-points related to the evidence with controversial issues<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Problem based Instruction<br>Group Discussion<br>2 X 50 | Problem based Instruction<br>Group Discussion<br>2 X 50 | **Materi:** How to find reliability and credibility of some issues<br>**Pustaka:** *Lewis Vaughn.2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.* | 5% |
| **3** | Being able to demonstrate and understand current issues in any multiple disciplinaries | Able to understand any issues and analyze into multiple disciplinaries | **Kriteria:**<br>Students can make an short paragraph about their analyses of issues into multiple disciplinaries<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Peer work<br>Problem based instruction<br>2 X 50 | Peer work<br>Problem based instruction<br>2 X 50 | **Materi:** How to make paragraph about critical issues nowadays<br>**Pustaka:** *Journals* | 4% |
| **4** | Being able to integrate insights from any fields into critical analyses | 1.using general assumptions and logical premises to come to a logical conclusion determining arguments, premises, and conclusions<br>2.appreciate how group thinking can distort critical thinking | **Kriteria:**<br>Make paragraph about logical conclusion determining arguments, premises, and conclusions<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Peer work<br>Problem based instruction<br>2 X 50 | Peer work<br>Problem based instruction<br>2 X 50 | **Materi:** Build critical thinking analyses opinion<br>**Pustaka:** *Cottrel, Stella.2017. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan* | 5% |
| **5** | Being able to integrate insights from any fields into critical analyses | know what a worldview is and how certain pivotal ideas in a worldview can undermine the critical thinking | **Kriteria:**<br>Make a short paragraph about critical issues<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Problem-based learning<br>Individual work<br>2 X 50 | Problem-based learning<br>Individual work<br>2 X 50 | **Materi:** How to write critical analysis opinion into paragraph<br>**Pustaka:** *Lewis Vaughn.2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.* | 5% |
| **6** | students are able to formulate arguments with sound and persuasive reasoning. | aware when things get very personalbe alert to ways that critical thinking can be underminedensure that nothing has been left outmake a conscious effort to look for opposing evidence | **Kriteria:**<br>low, moderate, and smart<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Peer-work<br>Discussion<br>2 X 50 | Peer-work<br>Discussion<br>2 X 50 | **Materi:** How to compare and contrast opinion about policies and strategies<br>**Pustaka:** *Laurie Blass. 2017. 21st-century communication: listening, speaking, and critical thinking. USA: Prentice-Hall.* | 5% |
| **7** | Being able to compare and contrast different approaches, policies, and strategies | Tell the perception how to distinguish some policies and strategies | **Kriteria:**<br>Students opinion in compare and contrast orally<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Individual Work<br>2 X 50 | Individual work<br>2 X 50 | **Materi:** How to tell opinion about some policies and strategies inherit in a country<br>**Pustaka:** *Laurie Blass. 2017. 21st-century communication: listening, speaking, and critical thinking. USA: Prentice-Hall.* | 5% |
| **8** | Identify common psychological barriers to logical and critical thinking. | 1.be aware of strong emotions that misshape critical thinking in the world.<br>2.alert to ways that critical thinking can be undermined<br>3.ensure that we take into account all relevant factors when we evaluate the floor. | **Kriteria:**<br>answer the questions in mid-test correctly<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum | Written Essay<br>2 X 50 | Written Essay<br>2 X 50 | **Materi:** Mid-Term Test<br>**Pustaka:** *Journals* | 10% |
| **9** | Being able to evaluate the effectiveness and potential consequences of policies | Critical analyses about some policies effectiveness both advantages and disadvantages also effectiveness | **Kriteria:**<br>Group discussion and presentation about some countries policies<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Peer work<br>Discussion<br>2 X 50 | Peer work<br>Discussion<br>2 X 50 | **Materi:** How to evaluate some policies and its effectiveness<br>**Pustaka:** *Journals* | 5% |
| **10** | Being able to assess existing policies and propose evidence-based recommendation for policy improvements | Compare and contrast existing policies with argumentative knowledge | **Kriteria:**<br>Group debate<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Critical analysis<br>Group discussion<br>2 X 50 | Critical analysis<br>Group discussion<br>2 X 50 | **Materi:** How to do argumentative opinion on debate form about some policies<br>**Pustaka:** *Journals* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **11** | Being able to engage in productive and respectful discussions and debates on topics, foster open mindedness and collaboration | Engage productive and reasonable debate to empowered critical issues | **Kriteria:**<br>Create paragraph about critical issues<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Peer work<br>Discussion<br>2 X 50 | Peer work<br>Discussion<br>2 X 50 | **Materi:** How to do argumentative opinion on debate form about global topics<br>**Pustaka:** *Journals* | 4% |
| **12** | Being able to inform an ethical decisions and consider long-term implications | Make perception about consideration ethical consideration in term of critically | **Kriteria:**<br>Able to make key point about ethical behavior<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Individual work<br>2 X 50 | Individual work<br>2 X 50 | **Materi:** Aspect to consider in think critically<br>**Pustaka:** *Lewis Vaughn.2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.* | 3% |
| **13** | Being able to appreciate interconnected of global issues and importance of international cooperation | Analyze global issues and multi-cooperation between countries | **Kriteria:**<br>Analyze issues and article<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Group discussion | Group discussion | **Materi:** How to analyze multi-cooperation between each countries and its policies<br>**Pustaka:** *Journals* | 5% |
| **14** | Being able to appreciate interconnected of global issues and importance of international cooperation | Could expose development of critical thinking | **Kriteria:**<br>Written opinion about the development of critical thinking in any environment<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Individual work<br>Discussion<br>2 x 50 | Individual work<br>Discussion<br>2 X 50 | **Materi:** Critical thinking development in any environment<br>**Pustaka:** *Lewis Vaughn.2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.* | 5% |
| **15** | Review all material | Review all material that has been explained before | **Kriteria:**<br>Make key-point about all previous material<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Group discussion<br>2 X 50 | Group discussion<br>2 X 50 | **Materi:** General review about critical thinking skills<br>**Pustaka:** *Connie Missiner. 2005.Good arguments: an introduction to critical thinking. USA: Prentice-Hall* | 0% |
| **16** | Final Exam | Write articles about critical analysis | **Kriteria:**<br>Write an essay about global issues and connected to local policies<br><br>**Bentuk Penilaian** :<br>Tes | Written Essay<br>2 X 50 | Written Essay<br>2 X 50 | **Materi:** Final Exam<br>**Pustaka:** *Journals* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 58% |
| 2. | Penilaian Praktikum | 5% |
| 3. | Praktik / Unjuk Kerja | 7% |
| 4. | Tes | 30% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Discourse and Multimodality | 7920203286 | Mata Kuliah Wajib Program Studi | T=3 | P=0 | ECTS=4.77 | 5 | 1 September 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Prof. Slamet Setiawan, M.A, Ph.D | Cicilia Deandra Putri, S.S, M.A | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to develop ability to analyze and deconstruct discourse about development of power structures and ideology underpinned | |
| | CPMK 1.A | Being able recognize strategies such as problematization, legitimization, and argumentation |
| | CPMK 1.B | Being able gain proficiency in interpret and create multimodal texts |
| | CPMK 1.C | Being able to Critically evaluate how different modes contribution to construction meaning |
| | 2. Being able to develop critical awareness how sustainability represented in various media and genres | |
| | CPMK 2.A | Being able to explore representation paradigm about feminist and heterosexuality |
| | CPMK 2.B | Being able to identify and analyze rhetorical devices and persuasive techniques appeals to emotion credibility, and logic |
| | CPMK 2.C | Being able to practice and make persuasive messages that communicative |
| | 3. Being able to explore how discourse of environmental and social justice understanding the role of language | |
| | CPMK 3.A | Being able to examine the ways which marginalized communities are represented |
| | CPMK 3.B | Being able to develop effective communication strategies for convey messages to diverse audiences |
| | CPMK 3.C | Being able to design and implement communication campaign promote awareness and action |
| | 4. Being able critically reflect on the ethnical dimension of discourse and represent the context consider the issues | |
| | CPMK 4.A | Being able to appreciate the interdisciplinary diverse perspective and communication |
| | CPMK 4.B | Being able to recognize the global dimension of discourse and multimodality |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able recognize strategies such as problematization, legitimization, and argumentation |
| | Sub-CPMK2 | Being able recognize strategies such as problematization, legitimization, and argumentation |
| | Sub-CPMK3 | Being able gain proficiency in interpret and create multimodal texts |
| | Sub-CPMK4 | Being able gain proficiency in interpret and create multimodal texts |
| | Sub-CPMK5 | Being able to Critically evaluate how different modes contribution to construction meaning |
| | Sub-CPMK6 | Being able to explore representation paradigm about feminist and heterosexuality |
| | Sub-CPMK7 | Being able to identify and analyze rhetorical devices and persuasive techniques appeals to emotion credibility, and logic |
| | Sub-CPMK8 | Mid-Term Test |
| | Sub-CPMK9 | Being able to practice and make persuasive messages that communicative |
| | Sub-CPMK10 | Being able to examine the ways which marginalized communities are represented |
| | Sub-CPMK11 | Being able to develop effective communication strategies for convey messages to diverse audiences |
| | Sub-CPMK12 | Being able to design and implement communication campaign promote awareness and action |
| | Sub-CPMK13 | Being able to appreciate the interdisciplinary diverse perspective and communication |
| | Sub-CPMK14 | Being able to recognize the global dimension of discourse and multimodality |
| | Sub-CPMK15 | General Review |
| | Sub-CPMK16 | Final Exams |
| **Deskripsi Singkat MK** | The course introduces students to the fundamental concepts and practical applications of multimodality in communication. Multimodality refers to the use of different modes—such as text, images, sound, and video—to convey meaning effectively and engage audiences. Throughout the course, students will explore how multimodal texts are employed in diverse contexts, including digital media, education, advertising, everyday interactions, and SDG-related issues focused on gender (SDG 5), climate action (SDG 13), and social justice (SDG 16). Students will delve into both theoretical frameworks and hands-on applications to grasp how these modes interact to shape how messages are received and understood by audiences. The course includes small group discussions and whole-class debates to encourage active participation and deeper exploration of ideas. This course will use a range of assessment tasks including written tests, text analyses, and projects. This course allows students to demonstrate their understanding through practical projects that apply multimodal communication principles. By the end of the course, students will develop a clear understanding of multimodality and cultivate critical thinking skills for analyzing communication that utilizes various modes within socio-cultural contexts. | |
| **Pustaka** | **Utama :** | |


1. Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press
2. Huckin, Thomas. 2005. Critical Discourse Analysis in Functional Approaches to Written Text: Classroom Applications by Tom Miller . Washington DC: English Language Programs of United States Information Agency
3. Kress, G., & van Leeuwen, T. 2006. Reading images: The grammar of visual design . London: Routledge.
4. Gee, J. P. 1990. Social linguistics and literacies: Ideology in discourses . Hampshire: The Falmer Press.
5. Goodman, S and Graddol, D. 1996. Redesigning English: New texts, new identities . London and New York: The Open University and Routledge.
6. Kress, G., Jewitt, C., Bourne, J., Franks, A., Hardcastle, J., Jones, K., and Reid, E. 2005. English in urban classrooms: A multimodal perspective on teaching and learning. New York: RoutledgeFalmer.
7. Bateman, J. A. 2008. Multimodality and genre: A foundation for the systematic analysis of multimodal documents. Hampshire: Palgrave Macmillan.
8. Schiffrin.1994. Approaches to Discourse . UK: Blackwell.
9. Miller, Tom.2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency.


**Pendukung :**

1. Journals

| | |
|---|---|
| **Dosen Pengampu** | Prof. Slamet Setiawan, M.A., Ph.D. |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | Being able recognize strategies such as problematization, legitimization, and argumentation | 1.To separate the analysis of discourse analysis data analysis and analysis of critical discourse analysis<br>2.To breakdown the analysis of discourse analysis and critical discourse analysis into some important points from the article | **Kriteria:**<br>Make argumentative opinion about critical discourse aspect<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing, small group discussion, cooperative learning<br>3 X 50 | Lecturing, small group discussion, cooperative learning<br>3 X 50 | **Materi:** Introduction about discourse and multimodality<br>**Pustaka:** *Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press* | 5% |
| **2** | Being able recognize strategies such as problematization, legitimization, and argumentation | 1.To separate the analysis of discourse analysis data analysis and analysis of critical discourse analysis<br>2.To breakdown the analysis of discourse analysis and critical discourse analysis into some important points from the article | **Kriteria:**<br>Make argumentative opinion about critical discourse aspect<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Individual work<br>Discussion<br>3 X 50 | Individual work<br>Discussion<br>3 X 50 | **Materi:** Introduction about discourse and multimodality<br>**Pustaka:** *Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press* | 5% |
| **3** | Being able gain proficiency in interpret and create multimodal texts | 1.To describe the relationship between pragmatic and follow said.<br>2.To explain the pragmatic sense.<br>3.To explain discourse analysis in terms of the pragmatic side.<br>4.To give examples of discourse analysis study which investigated from the pragmatic side.<br>5.To explain the sense of the theory of speech acts.<br>6.To explain discourse analysis with a discussion of material acts said.<br>7.To give examples of discourse analysis study which has the object of discussion follow said | **Kriteria:**<br>Explain about discourse and multimodality in various genre<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, small group discussion, problem based learning & inquiry<br>3 X 50 | Lecturing, small group discussion, problem based learning & inquiry<br>3 X 50 | **Materi:** Discourse in any context<br>**Pustaka:** *Bateman, J. A. 2008. Multimodality and genre: A foundation for the systematic analysis of multimodal documents. Hampshire: Palgrave Macmillan.* | 4% |
| **4** | Being able gain proficiency in interpret and create multimodal texts | 1.To describe the relationship between pragmatic and follow said.<br>2.To explain the pragmatic sense.<br>3.To explain discourse analysis in terms of the pragmatic side.<br>4.To give examples of discourse analysis study which investigated from the pragmatic side.<br>5.To explain the sense of the theory of speech acts.<br>6.To explain discourse analysis with a discussion of material acts said.<br>7.To give examples of discourse analysis study which has the object of discussion follow said | **Kriteria:**<br>Explain about discourse and multimodality in various genre<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, small group discussion, problem based learning & inquiry<br>3 X 50 | Lecturing, small group discussion, problem based learning & inquiry<br>3 X 50 | **Materi:** Discourse in any context<br>**Pustaka:** *Bateman, J. A. 2008. Multimodality and genre: A foundation for the systematic analysis of multimodal documents. Hampshire: Palgrave Macmillan.* | 4% |
| **5** | Being able to Critically evaluate how different modes contribution to construction meaning | Could evaluate critically about how to construct text into various genre media | **Kriteria:**<br>Write key-point about how to critically evaluate and construct text<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, small group discussion<br>3 X 50 | Lecturing, small group discussion<br>3 X 50 | **Materi:** Discourse analysis aspect<br>**Pustaka:** *Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press* | 2% |

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|---|---|---|---|---|---|---|---|
| **6** | Being able to explore representation paradigm about feminist and heterosexuality | To explain the pragmatic meaning in the context of the discourse, the context of the situation in a broader context of feminist theory | **Kriteria:**<br>Discuss and explain about feminist theory in various context<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, small group discussion, case study<br>3 X 50 | Lecturing, small group discussion, case study<br>3 X 50 | **Materi:** Feminist and heterosexuality texts in various aspect<br>**Pustaka:** *Gee, J. P. 1990. Social linguistics and literacies: Ideology in discourses . Hampshire: The Falmer Press.* | 5% |
| **7** | Being able to identify and analyze rhetorical devices and persuasive techniques appeals to emotion credibility, and logic | Explain the meaning of Repetition in intertextuality, Creating an identity in interaction, Intertextuality, and power, repetition and constructed dialogue in the intertextuality discourse | **Kriteria:**<br>Write short paragraph about repetition of intersexuality to construct dialogue<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing, small group discussion, problem based learning.<br>3 X 50 | | **Materi:** Approaches into discourse<br>**Pustaka:** *Schiffrin.1994. Approaches to Discourse . UK: Blackwell.* | 5% |
| **8** | Mid-Term Test | Able to review authentic text to find discourse in feminist and intersexuality | **Kriteria:**<br>Write essay about discourse and multimodality about feminist and intersexuality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Written test<br>Individual work<br>3 X 50 | Written test<br>Individual work<br>3 X 50 | **Materi:** Mid-Term Test<br>**Pustaka:** *Miller, Tom.2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency.* | 10% |
| **9** | Being able to practice and make persuasive messages that communicative | Understand multimodality and how to connected into various aspect | **Kriteria:**<br>Analyze the text<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Group discussion<br>Lecturing<br>3 X 50 | Group discussion<br>Lecturing<br>3 X 50 | **Materi:** Multimodality in any context<br>**Pustaka:** *Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press* | 3% |
| **10** | Being able to examine the ways which marginalized communities are represented | Interplay between various text and try to approach between language and visuals | **Kriteria:**<br>Analyze various text<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Group discussion<br>Lecturing<br>3 X 50 | Group discussion<br>Lecturing<br>3 X 50 | **Materi:** Multimodality interplay between language and visuals<br>**Pustaka:** *Miller, Tom.2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency.* | 5% |
| **11** | Being able to develop effective communication strategies for convey messages to diverse audiences | explain the approaches and strategies of multimodality in various genres | **Kriteria:**<br>analyze the approaches in discourse and multimodality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Peer-work<br>Discussion<br>3 X 50 | Peer-work<br>Discussion<br>3 X 50 | **Materi:** Multimodality in various genre and approaches<br>**Pustaka:** *Goodman, S and Graddol, D. 1996. Redesigning English: New texts, new identities . London and New York: The Open University and Routledge.* | 2% |
| **12** | Being able to design and implement communication campaign promote awareness and action | Employ communication that relate to discourse and multimodality in any context | **Kriteria:**<br>Could explain and manage way to approaches communication in discourse and multimodality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Group discussion<br>Lecturing<br>3 X 50 | Group discussion<br>Lecturing<br>3 X 50 | **Materi:** Functional approaches to communicate discourse and multimodality in various genre<br>**Pustaka:** *Miller, Tom.2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency.* | 5% |
| **13** | Being able to appreciate the interdisciplinary diverse perspective and communication | Communicate about interdisciplinary diverse communication between discourse and multimodality | **Kriteria:**<br>explain and communicate discourse and multimodality in various media<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Peer work<br>Discussion<br>3 X 50 | Peer work<br>Discussion<br>3 X 50 | **Materi:** Discourse and Multimodality in various genre to communicate<br>**Pustaka:** *Journals* | 5% |
| **14** | Being able to recognize the global dimension of discourse and multimodality | Linked and recognize between discourse and multimodality towards global dimension | **Kriteria:**<br>Arrange paragraph to linked between discourse and multimodality in global dimension<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Peer work<br>Discussion<br>3 X 50 | Peer work<br>Discussion<br>3 X 50 | **Materi:** Discourse and Multimodality in Global Dimension<br>**Pustaka:** *Kress, G., & van Leeuwen, T. 2006. Reading images: The grammar of visual design . London: Routledge.* | 5% |
| **15** | General Review | Review all material that has been explained before | **Kriteria:**<br>Explain and make key-point about the idea from all previous material<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion<br>Lecturing<br>3 X 50 | Discussion<br>Lecturing<br>3 X 50 | **Materi:** General review<br>**Pustaka:** *Kress, G., & van Leeuwen, T. 2006. Reading images: The grammar of visual design . London: Routledge.* | 5% |

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|---|---|---|---|---|---|---|---|
| **16** | Final Exams | Find articles and try to approach the text in discourse and multimodality theory | **Kriteria:**<br>Make an essay<br><br>**Bentuk Penilaian** :<br>Penilaian Praktikum | Individual work<br>3 X 50 | Individual work<br>3 X 50 | **Materi:** Final Exams<br>**Pustaka:** *Journals* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 50% |
| 2. | Penilaian Portofolio | 2.5% |
| 3. | Penilaian Praktikum | 30% |
| 4. | Praktik / Unjuk Kerja | 15% |
| 5. | Tes | 2.5% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| English for Media Communication | 7920202303 | | T=2 | P=0 | ECTS=3.18 | 5 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| Model Pembelajaran | Project Based Learning | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | |
| | 1. Sikap | |
| | 2. Keterampilan Umum | |
| | 3. Keterampilan Khusus | |
| | 4. Pengetahuan | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | |
| | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | |
| | Sub-CPMK1 | |
| | Sub-CPMK2 | |
| | Sub-CPMK3 | |
| | Sub-CPMK4 | |
| | Sub-CPMK5 | |
| | Sub-CPMK6 | |
| | Sub-CPMK7 | |
| | Sub-CPMK8 | |
| | Sub-CPMK9 | |
| | Sub-CPMK10 | |
| | Sub-CPMK11 | |
| | Sub-CPMK12 | |
| | Sub-CPMK13 | |
| | Sub-CPMK14 | |
| | Sub-CPMK15 | |
| | Sub-CPMK16 | |
| Deskripsi Singkat MK | This subject offers an introduction to contemporary cultural studies by focusing on the media and their effects in everyday life where English is the medium of communication. It analyses advertisements, movies, television, and new media using approaches across registers of textuality, industry, and social practice. This subject provides students with an understanding of the importance of media forms and technologies in everyday life. All teaching learning activities are conducted through lecturing, discussion, question-answer, observation, and presentation. | |
| Pustaka | Utama : | |
| | 1. Carroll, Brian. 2014. Writing and Editing for Digital Media. London: Routledge.<br>2. Branston, Gill., and Stafford, Roy. 2010. The Media Students Book (5th ed). London and New York: Routledge.<br>3. Burton, Graeme. 2002. More Than Meets the Eye: an Introduction to Media Studies (3rd ed). London: Arnold.<br>4. Kellner, Douglas. 1995. Media Culture: Cultural Studies, Identity and Politics between the Modern and the Postmodern . London and New York: Routledge.<br>5. MacRury, Iain. 2009. Advertising . London and New York: Routledge. | |
| | Pendukung : | |
| | | |
| Dosen Pengampu | | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | | | | 6 X 50 | | | 0% |
| 2 | | | | 6 X 50 | | | 0% |
| 3 | | | | 6 X 50 | | | 0% |
| 4 | | | | 6 X 50 | | | 0% |
| 5 | | | | 6 X 50 | | | 0% |
| 6 | | | | 6 X 50 | | | 0% |
| 7 | | | | 6 X 50 | | | 0% |
| 8 | | | | 6 X 50 | | | 0% |
| 9 | | | | 6 X 50 | | | 0% |
| 10 | | | | 6 X 50 | | | 0% |
| 11 | | | | 6 X 50 | | | 0% |
| 12 | | | | 6 X 50 | | | 0% |
| 13 | | | | 6 X 50 | | | 0% |
| 14 | | | | 6 X 50 | | | 0% |
| 15 | | | | 6 X 50 | | | 0% |
| 16 | | | | 6 X 50 | | | 0% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| | | 0% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| English For Tourism | 7920202051 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 5 | 15 Januari 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Lina Purwaning Hartanti, S.Pd., M.EIL. | Lina Purwaning Hartanti, S.Pd., M.EIL. | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| Model Pembelajaran | Project Based Learning | |
| Capaian Pembelajaran (CP) | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to design brochures and/or booklet on hotel, travel agent, and tour guiding. | |
| | CPMK 1.A | Being able to choose appropriate terms related to hotel. |
| | CPMK 1.B | Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds. |
| | CPMK 1.C | Being able to design a creative hotel brochure. |
| | CPMK 1.D | Being able to apply English to effectively market and promote hotel. |
| | CPMK 1.E | Being able to apply the language used in the travel industry, such as terms related to ticketing, reservations, and customer service. |
| | CPMK 1.F | Being able to apply English to provide accurate information about travel destinations and services. |
| | CPMK 1.G | Being able to compose an informative itinerary. |
| | CPMK 1.H | Being able to communicate effectively with tourists in English. |
| | CPMK 1.I | Being able to apply the language and terminology necessary to provide accurate and informative tours. |
| | CPMK 1.J | Being able to describe the cultural context, historical context, and features of the places being visited. |
| | CPMK 1.K | Being able to choose appropriate answers and responses in English. |
| | CPMK 1.L | Being able to explain directions and instructions to tourists in English. |
| | CPMK 1.M | Being able to critically distinguish culinary tourism, ecotourism, and experiential tourism. |
| | CPMK 1.N | Being able to compose a creative and interactive virtual tour video. |
| | 2. Being able to communicate ideas, both orally and in written effectively. | |
| | CPMK 2.A | Being able to choose appropriate terms related to hotel. |
| | CPMK 2.B | Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds. |
| | CPMK 2.C | Being able to design a creative hotel brochure. |
| | CPMK 2.D | Being able to apply English to effectively market and promote hotel. |
| | CPMK 2.E | Being able to apply the language used in the travel industry, such as terms related to ticketing, reservations, and customer service. |
| | CPMK 2.F | Being able to apply English to provide accurate information about travel destinations and services. |
| | CPMK 2.G | Being able to compose an informative itinerary. |
| | CPMK 2.H | Being able to communicate effectively with tourists in English. |
| | CPMK 2.I | Being able to apply the language and terminology necessary to provide accurate and informative tours. |
| | CPMK 2.J | Being able to describe the cultural context, historical context, and features of the places being visited. |
| | CPMK 2.K | Being able to choose appropriate answers and responses in English. |
| | CPMK 2.L | Being able to explain directions and instructions to tourists in English. |
| | CPMK 2.M | Being able to critically distinguish culinary tourism, ecotourism, and experiential tourism. |
| | CPMK 2.N | Being able to compose a creative and interactive virtual tour video. |
| | CPMK 2.O | Being able to respond to others' presentations in English using an appropriate manner. |
| | 3. Being able to demonstrate effectivity, originality and creativity when performing dialogue, role play, and presentation; and when designing brochures/booklet on hotel, travel agent, and tour guiding | |
| | CPMK 3.A | Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds. |
| | CPMK 3.B | Being able to design a creative hotel brochure. |
| | CPMK 3.C | Being able to apply English to effectively market and promote hotel. |
| | CPMK 3.D | Being able to apply English to provide accurate information about travel destinations and services. |
| | CPMK 3.E | Being able to compose an informative itinerary. |
| | CPMK 3.F | Being able to communicate effectively with tourists in English. |
| | CPMK 3.G | Being able to apply the language and terminology necessary to provide accurate and informative tours. |
| | CPMK 3.H | Being able to critically distinguish culinary tourism, ecotourism, and experiential tourism. |
| | CPMK 3.I | Being able to compose a creative and interactive virtual tour video. |
| | CPMK 3.J | Being able to respond to others' presentations in English using an appropriate manner. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to choose appropriate terms related to hotel. |
| | Sub-CPMK2 | Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds. |
| | Sub-CPMK3 | Being able to choose appropriate terms related to hotel. |
| | Sub-CPMK4 | Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds. |
| | Sub-CPMK5 | Being able to choose appropriate terms related to hotel. |
| | Sub-CPMK6 | Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds. |
| | Sub-CPMK7 | Being able to design a creative hotel brochure. |
| | Sub-CPMK8 | Being able to apply English to effectively market and promote hotel. |
| | Sub-CPMK9 | Being able to respond to others' presentations in English using an appropriate manner. |
| | Sub-CPMK10 | Being able to design a creative hotel brochure. |
| | Sub-CPMK11 | Being able to apply English to effectively market and promote hotel. |
| | Sub-CPMK12 | Being able to respond to others' presentations in English using an appropriate manner. |
| | Sub-CPMK13 | Being able to apply the language used in the travel industry, such as terms related to ticketing, reservations, and customer service. |
| | Sub-CPMK14 | Being able to apply English to provide accurate information about travel destinations and services. |
| | Sub-CPMK15 | Being able to compose an informative itinerary. |
| | Sub-CPMK16 | Being able to communicate effectively with tourists in English. |

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| | Sub-CPMK17 | Being able to apply the language and terminology necessary to provide accurate and informative tours. |
| | Sub-CPMK18 | Being able to describe the cultural context, historical context, and features of the places being visited. |
| | Sub-CPMK19 | Being able to choose appropriate answers and responses in English. |
| | Sub-CPMK20 | Being able to explain directions and instructions to tourists in English. |
| | Sub-CPMK21 | Being able to communicate effectively with tourists in English. |
| | Sub-CPMK22 | Being able to apply the language and terminology necessary to provide accurate and informative tours. |
| | Sub-CPMK23 | Being able to describe the cultural context, historical context, and features of the places being visited. |
| | Sub-CPMK24 | Being able to choose appropriate answers and responses in English. |
| | Sub-CPMK25 | Being able to explain directions and instructions to tourists in English. |
| | Sub-CPMK26 | Being able to communicate effectively with tourists in English. |
| | Sub-CPMK27 | Being able to apply the language and terminology necessary to provide accurate and informative tours. |
| | Sub-CPMK28 | Being able to describe the cultural context, historical context, and features of the places being visited. |
| | Sub-CPMK29 | Being able to choose appropriate answers and responses in English. |
| | Sub-CPMK30 | Being able to explain directions and instructions to tourists in English. |
| | Sub-CPMK31 | Being able to communicate effectively with tourists in English. |
| | Sub-CPMK32 | Being able to apply the language and terminology necessary to provide accurate and informative tours. |
| | Sub-CPMK33 | Being able to describe the cultural context, historical context, and features of the places being visited. |
| | Sub-CPMK34 | Being able to choose appropriate answers and responses in English. |
| | Sub-CPMK35 | Being able to explain directions and instructions to tourists in English. |
| | Sub-CPMK36 | Being able to critically distinguish culinary tourism, ecotourism, and experiential tourism. |
| | Sub-CPMK37 | Being able to critically distinguish culinary tourism, ecotourism, and experiential tourism. |
| | Sub-CPMK38 | Being able to critically distinguish culinary tourism, ecotourism, and experiential tourism. |
| | Sub-CPMK39 | Being able to compose a creative and interactive virtual tour video. |
| | Sub-CPMK40 | Being able to compose a creative and interactive virtual tour video. |
| **Deskripsi Singkat MK** | This subject provides students with knowledge of hospitality, travel, and tourism related terms and develops students' ability to communicate effectively in English at a customer liaison level within the hospitality, travel, and tourism industry. It covers the knowledge and practical abilities related to hotel accommodations, travel agency, and tour guide. It also provides students with knowledge and practice of writing tourism advertising in the form of brochure/leaflet/booklet. All teaching learning activities are conducted through lecturing, small group discussion, presentation, role play, and project. | |
| **Pustaka** | **Utama :** | |
| | 1. Tourism handout (compiled materials). | |
| | **Pendukung :** | |
| | 1. Dubicka, Iwonna., and O'Keeffe, Margaret. 2003. English for International Tourism: Pre-Intermediate Students' Book . Essex: Longman.<br>2. Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.<br>3. Morgan, Nigel., and Pritchard, Annette. 2000. Advertising in Tourism and Leisure . Oxford: Butterworth-Heinemann.<br>4. Strutt, Peter. 2003. English for International Tourism: Intermediate Students' Book . Essex: Longman.<br>5. Wyatt, Rawdon. 2007. Check Your English Vocabulary for Leisure, Travel and Tourism (2nded). London: A&C Black Publishers Ltd. | |
| **Dosen Pengampu** | Lina Purwaning Hartanti, S.Pd., M.EIL.<br>Silvy Cinthia Adelia, S.S., M.A. | |

| **Mg Ke-** | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | **Penilaian** | | **Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]** | | **Materi Pembelajaran [ Pustaka ]** | **Bobot Penilaian (%)** |
|---|---|---|---|---|---|---|---|
| | | **Indikator** | **Kriteria & Bentuk** | **Luring (*offline*)** | **Daring (*online*)** | | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** |
| 1 | 1.Being able to choose appropriate terms related to hotel.<br>2.Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds. | Make an effective role play of hotel reservation using good presentation skills. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, Discussion, Role Play<br>2 X 50 | | **Materi:** Hotel reservation<br>**Pustaka:** *Tourism handout (compiled materials).*<br><br>**Materi:** Hotel reservation<br>**Pustaka:** *Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.* | 5% |
| 2 | 1.Being able to choose appropriate terms related to hotel.<br>2.Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds. | Make an effective role play of hotel check-in and check-out using good presentation skills. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, Discussion, Role Play<br>2 X 50 | | **Materi:** Check-in & check-out<br>**Pustaka:** *Tourism handout (compiled materials).*<br><br>**Materi:** Check-in & check-out<br>**Pustaka:** *Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.* | 5% |
| 3 | 1.Being able to choose appropriate terms related to hotel.<br>2.Being able to develop the ability to communicate effectively in English with guests from different cultural backgrounds. | Make an effective role play of hotel check-in and check-out using good presentation skills. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, Discussion, Role Play<br>2 X 50 | | **Materi:** Check-in & check-out<br>**Pustaka:** *Tourism handout (compiled materials).*<br><br>**Materi:** Check-in & check-out<br>**Pustaka:** *Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.* | 5% |

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| **4** | 1.Being able to design a creative hotel brochure.<br>2.Being able to apply English to effectively market and promote hotel.<br>3.Being able to respond to others' presentations in English using an appropriate manner. | 1.Design a creative hotel brochure using correct grammar. Present it effectively by paying attention to presentation skills.<br>2.Respond to your friends' presentation using an appropriate manner. | **Kriteria:**<br>Project based<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Discussion, Group project-based learning<br>2 X 50 | | **Materi:** Hotel brochure - presentation<br>**Pustaka:** *Tourism handout (compiled materials).*<br><br>**Materi:** Hotel brochure - presentation<br>**Pustaka:** *Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.*<br><br>**Materi:** Hotel brochure - presentation<br>**Pustaka:** *Morgan, Nigel., and Pritchard, Annette. 2000. Advertising in Tourism and Leisure . Oxford: Butterworth-Heinemann.* | 12% |
| **5** | 1.Being able to design a creative hotel brochure.<br>2.Being able to apply English to effectively market and promote hotel.<br>3.Being able to respond to others' presentations in English using an appropriate manner. | 1.Design a creative hotel brochure using correct grammar. Present it effectively by paying attention to presentation skills.<br>2.Respond to your friends' presentation using an appropriate manner. | **Kriteria:**<br>Project based<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Discussion, Group project-based learning<br>2 X 50 | | **Materi:** Hotel brochure - presentation<br>**Pustaka:** *Tourism handout (compiled materials).*<br><br>**Materi:** Hotel brochure - presentation<br>**Pustaka:** *Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.*<br><br>**Materi:** Hotel brochure - presentation<br>**Pustaka:** *Morgan, Nigel., and Pritchard, Annette. 2000. Advertising in Tourism and Leisure . Oxford: Butterworth-Heinemann.* | 13% |
| **6** | 1.Being able to apply the language used in the travel industry, such as terms related to ticketing, reservations, and customer service.<br>2.Being able to apply English to provide accurate information about travel destinations and services. | Make a role play related to travel industry including accurate information about travel destinations and services using good presentation skills. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, Discussion, Role play<br>2 X 50 | | **Materi:** Travel industry<br>**Pustaka:** *Tourism handout (compiled materials).*<br><br>**Materi:** Travel industry<br>**Pustaka:** *Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.* | 5% |
| **7** | Being able to compose an informative itinerary. | Compose an informative itinerary using correct grammar. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Group project assignment<br>2 X 50 | | **Materi:** Itinerary<br>**Pustaka:** *Tourism handout (compiled materials).* | 10% |

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| **8** | 1. Being able to communicate effectively with tourists in English.<br>2. Being able to apply the language and terminology necessary to provide accurate and informative tours.<br>3. Being able to describe the cultural context, historical context, and features of the places being visited.<br>4. Being able to choose appropriate answers and responses in English.<br>5. Being able to explain directions and instructions to tourists in English. | Make role plays related to tour guiding including giving accurate information about tours, cultural context, historical context, features of the places, answering questions, and responding to requests using good presentation skills. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, Discussion, Role play<br>2 X 50 | | **Materi:** Tour guiding<br>**Pustaka:** *Tourism handout (compiled materials).*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Dubicka, Iwonna., and O'Keeffe, Margaret. 2003. English for International Tourism: Pre-Intermediate Students' Book . Essex: Longman.*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Strutt, Peter. 2003. English for International Tourism: Intermediate Students' Book . Essex: Longman.*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Wyatt, Rawdon. 2007. Check Your English Vocabulary for Leisure, Travel and Tourism (2nded). London: A&C Black Publishers Ltd.* | 2% |
| **9** | 1. Being able to communicate effectively with tourists in English.<br>2. Being able to apply the language and terminology necessary to provide accurate and informative tours.<br>3. Being able to describe the cultural context, historical context, and features of the places being visited.<br>4. Being able to choose appropriate answers and responses in English.<br>5. Being able to explain directions and instructions to tourists in English. | Make role plays related to tour guiding including giving accurate information about tours, cultural context, historical context, features of the places, answering questions, and responding to requests using good presentation skills. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, Discussion, Role play<br>2 X 50 | | **Materi:** Tour guiding<br>**Pustaka:** *Tourism handout (compiled materials).*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Dubicka, Iwonna., and O'Keeffe, Margaret. 2003. English for International Tourism: Pre-Intermediate Students' Book . Essex: Longman.*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Strutt, Peter. 2003. English for International Tourism: Intermediate Students' Book . Essex: Longman.*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Wyatt, Rawdon. 2007. Check Your English Vocabulary for Leisure, Travel and Tourism (2nded). London: A&C Black Publishers Ltd.* | 3% |

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| **10** | 1.Being able to communicate effectively with tourists in English.<br>2.Being able to apply the language and terminology necessary to provide accurate and informative tours.<br>3.Being able to describe the cultural context, historical context, and features of the places being visited.<br>4.Being able to choose appropriate answers and responses in English.<br>5.Being able to explain directions and instructions to tourists in English. | Make role plays related to tour guiding including giving accurate information about tours, cultural context, historical context, features of the places, answering questions, and responding to requests using good presentation skills. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, Discussion, Role play<br>2 X 50 | | **Materi:** Tour guiding<br>**Pustaka:** *Tourism handout (compiled materials).*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Dubicka, Iwonna., and O'Keeffe, Margaret. 2003. English for International Tourism: Pre-Intermediate Students' Book . Essex: Longman.*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Strutt, Peter. 2003. English for International Tourism: Intermediate Students' Book . Essex: Longman.*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Wyatt, Rawdon. 2007. Check Your English Vocabulary for Leisure, Travel and Tourism (2nded). London: A&C Black Publishers Ltd.* | 2% |
| **11** | 1.Being able to communicate effectively with tourists in English.<br>2.Being able to apply the language and terminology necessary to provide accurate and informative tours.<br>3.Being able to describe the cultural context, historical context, and features of the places being visited.<br>4.Being able to choose appropriate answers and responses in English.<br>5.Being able to explain directions and instructions to tourists in English. | Make role plays related to tour guiding including giving accurate information about tours, cultural context, historical context, features of the places, answering questions, and responding to requests using good presentation skills. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, Discussion, Role play<br>2 X 50 | | **Materi:** Tour guiding<br>**Pustaka:** *Tourism handout (compiled materials).*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Dubicka, Iwonna., and O'Keeffe, Margaret. 2003. English for International Tourism: Pre-Intermediate Students' Book . Essex: Longman.*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Jones, Leo. 2001. Welcome!: English for the travel and tourism industry . Cambridge: Cambridge University Press.*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Strutt, Peter. 2003. English for International Tourism: Intermediate Students' Book . Essex: Longman.*<br><br>**Materi:** Tour guiding<br>**Pustaka:** *Wyatt, Rawdon. 2007. Check Your English Vocabulary for Leisure, Travel and Tourism (2nded). London: A&C Black Publishers Ltd.* | 3% |
| **12** | Being able to critically distinguish culinary tourism, ecotourism, and experiential tourism. | Critically analyse the main features of culinary tourism, ecotourism, and experiential tourism portrayed in selected videos and articles using correct grammar. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Tes | Discussion, Group assignment<br>2 x 50 | | **Materi:** Types of tourism<br>**Pustaka:** *Tourism handout (compiled materials).* | 3% |
| **13** | Being able to critically distinguish culinary tourism, ecotourism, and experiential tourism. | Critically analyse the main features of culinary tourism, ecotourism, and experiential tourism portrayed in selected videos and articles using correct grammar. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Tes | Discussion, Group assignment<br>2 x 50 | | **Materi:** Types of tourism<br>**Pustaka:** *Tourism handout (compiled materials).* | 3% |

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| **14** | Being able to critically distinguish culinary tourism, ecotourism, and experiential tourism. | Critically analyse the main features of culinary tourism, ecotourism, and experiential tourism portrayed in selected videos and articles using correct grammar. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Tes | Discussion, Group assignment<br>2 x 50 | | **Materi:** Types of tourism<br>**Pustaka:** *Tourism handout (compiled materials).* | 4% |
| **15** | Being able to compose a creative and interactive virtual tour video. | Compose a creative and interactive virtual tour video by paying attention to good presentation skills. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Individual project-based learning<br>2 x 50 | | **Materi:** Virtual tour video<br>**Pustaka:** *Tourism handout (compiled materials).* | 12% |
| **16** | Being able to compose a creative and interactive virtual tour video. | Compose a creative and interactive virtual tour video by paying attention to good presentation skills. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Individual project-based learning<br>2 x 50 | | **Materi:** Virtual tour video<br>**Pustaka:** *Tourism handout (compiled materials).* | 13% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Penilaian Hasil Project / Penilaian Produk | 60% |
| 2. | Praktik / Unjuk Kerja | 30% |
| 3. | Tes | 10% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Extrinsic Approaches to Literature | 7920202241 | Mata Kuliah Pilihan Program Studi | T=2 | P=0 | ECTS=3.18 | 5 | 9 Mei 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Dr. Ali Mustofa, S.S, M.Pd | Ephrilia Noor Fitriana, S.Hum., M.Hum | Dr. Ali Mustofa, S.S., M.Pd. |

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|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication |
| | CPL 4.B | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Develop an understanding of the relationship between literature and its socio-historical context. | |
| | 2. Identify the ways in which historical events, cultural movements, and social conditions shape literary texts and their reception. | |
| | 3. Analyze how literary works reflect and engage with their respective cultural and historical contexts. | |
| | 4. Evaluate how literary works can be used as tools for cultural critique and resistance. | |
| | 5. Develop skills in conducting research, gathering data, and analyzing sources related to the historical and cultural contexts of literary works | |
| | 6. Explore how literary works can be used to understand the complexities of identity and representation in various cultural contexts | |
| | 7. Develop an awareness of the ways in which literary works are shaped by and help shape their cultural and historical moments. | |
| | 8. Develop skills in critical thinking, close reading, and effective communication in written and oral forms. | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Students will be able to define and differentiate between intrinsic and extrinsic approaches to literature study |
| | Sub-CPMK2 | Students will understand the historical and cultural contexts in which extrinsic approaches emerged |
| | Sub-CPMK3 | Students will be able to identify and describe different types of extrinsic approaches to literature study, such as biographical, historical, and sociological approaches, and many more |
| | Sub-CPMK4 | Students will be able to analyze a literary text using an extrinsic approach, demonstrating an understanding of how a particular extrinsic approach can shed light on the meaning and significance of the text. |
| | Sub-CPMK5 | Students will be able to evaluate the strengths and limitations of using extrinsic approaches to study literature, considering issues such as the potential for oversimplification or reductionism, the importance of balancing extrinsic and intrinsic approaches, and the ways in which extrinsic approaches can help students' better understand literary texts. |
| | Sub-CPMK6 | Students are able to define biographical criticism and understand its key features, such as the emphasis on the author's life and experiences, the relationship between the author's life and their literary works, and the importance of understanding the social, cultural, and historical contexts in which the author lived |
| | Sub-CPMK7 | Students are able to analyze the ways in which an author's life experiences, beliefs, and values are reflected in their literary works |
| | Sub-CPMK8 | Students are able to identify biographical elements in the text, such as autobiographical references, allusions to historical events, or thematic concerns that reflect the author's experiences |
| | Sub-CPMK9 | Students are able to use biographical criticism as a tool for analyzing and interpreting literary texts |
| | Sub-CPMK10 | Students are able to engage in critical thinking about the strengths and limitations of biographical criticism as a literary analysis approach |
| | Sub-CPMK11 | Students are able to consider questions such as whether biographical information is always relevant or useful for interpreting a text, and whether an author's intentions or beliefs should be privileged over the meaning that readers derive from the text |
| | Sub-CPMK12 | Students are able to summarize and explain key concepts and terms, as well as use biographical criticism to support their interpretations of literary texts in written assignments |
| | Sub-CPMK13 | Students are able to define biographical criticism and understand its key features, such as the emphasis on the author's life and experiences, the relationship between the author's life and their literary works, and the importance of understanding the social, cultural, and historical contexts in which the author lived |
| | Sub-CPMK14 | Students are able to analyze the ways in which an author's life experiences, beliefs, and values are reflected in their literary works |
| | Sub-CPMK15 | Students are able to identify biographical elements in the text, such as autobiographical references, allusions to historical events, or thematic concerns that reflect the author's experiences |
| | Sub-CPMK16 | Students are able to use biographical criticism as a tool for analyzing and interpreting literary texts |
| | Sub-CPMK17 | Students are able to engage in critical thinking about the strengths and limitations of biographical criticism as a literary analysis approach |
| | Sub-CPMK18 | Students are able to consider questions such as whether biographical information is always relevant or useful for interpreting a text, and whether an author's intentions or beliefs should be privileged over the meaning that readers derive from the text |
| | Sub-CPMK19 | Students are able to summarize and explain key concepts and terms, as well as use biographical criticism to support their interpretations of literary texts in written assignments |
| | Sub-CPMK20 | Students should gain an understanding of the historical and cultural contexts in which literary works were produced, including political, social, and economic factors that influenced the production and reception of literature |
| | Sub-CPMK21 | Students should be able to analyze literary works in relation to their historical contexts, recognizing how the events, values, and beliefs of a particular time period are reflected in the text |
| | Sub-CPMK22 | Students should be familiar with the methods and strategies employed by new historicist scholars, including attention to historical and cultural contexts, power relations, and social norms |
| | Sub-CPMK23 | Students should develop critical thinking skills by analyzing how cultural and historical contexts shape literary works, and by questioning the assumptions and biases of historical narratives |
| | Sub-CPMK24 | Students should be able to engage in interdisciplinary analysis, drawing on historical, anthropological, and other cultural studies perspectives to analyze literary texts |
| | Sub-CPMK25 | Students should develop their writing skills by articulating their ideas and arguments clearly and effectively in written assignments, demonstrating their ability to synthesize historical and literary analysis |
| | Sub-CPMK26 | Students should be able to connect historical contexts to contemporary issues, recognizing how past events and ideologies continue to shape our cultural and political landscape today. |
| | Sub-CPMK27 | Students should gain an understanding of the historical and cultural contexts in which literary works were produced, including political, social, and economic factors that influenced the production and reception of literature |
| | Sub-CPMK28 | Students should be able to analyze literary works in relation to their historical contexts, recognizing how the events, values, and beliefs of a particular time period are reflected in the text |
| | Sub-CPMK29 | Students should be familiar with the methods and strategies employed by new historicist scholars, including attention to historical and cultural contexts, power relations, and social norms |
| | Sub-CPMK30 | Students should develop critical thinking skills by analyzing how cultural and historical contexts shape literary works, and by questioning the assumptions and biases of historical narratives |
| | Sub-CPMK31 | Students should be able to engage in interdisciplinary analysis, drawing on historical, anthropological, and other cultural studies perspectives to analyze literary texts |
| | Sub-CPMK32 | Students should develop their writing skills by articulating their ideas and arguments clearly and effectively in written assignments, demonstrating their ability to synthesize historical and literary analysis |
| | Sub-CPMK33 | Students should be able to connect historical contexts to contemporary issues, recognizing how past events and ideologies continue to shape our cultural and political landscape today. |
| | Sub-CPMK34 | Students should gain an understanding of how gender and sexuality are socially constructed, and how these constructions influence the production and reception of literary works. |
| | Sub-CPMK35 | Students are able to analyze how gender and sexuality are represented in literary works, and how these representations reflect or challenge dominant cultural values and norms |
| | Sub-CPMK36 | Students are able develop critical thinking skills by analyzing how gender and sexuality shape literary works, and by questioning the assumptions and biases of gendered narratives |
| | Sub-CPMK37 | Students should be able to connect representations of gender and sexuality in literature to broader social issues, recognizing how these issues impact our cultural and political landscape today |
| | Sub-CPMK38 | Students should develop critical thinking skills by analyzing how gender and sexuality shape literary works, and by questioning the assumptions and biases of gendered narratives. |

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| | Sub-CPMK39 | Students should be able to engage in interdisciplinary analysis, drawing on feminist theory, queer theory, and other perspectives to analyze literary texts. |
| | Sub-CPMK40 | Students should develop their writing skills by articulating their ideas and arguments clearly and effectively in written assignments, demonstrating their ability to synthesize gender and literary analysis. |
| | Sub-CPMK41 | Students should be able to connect representations of gender and sexuality in literature to broader social issues, recognizing how these issues impact our cultural and political landscape today. |
| | Sub-CPMK42 | Students should gain an understanding of intersectionality, the ways in which multiple social identities intersect to shape experiences of power and privilege, and how this concept applies to literary works |
| | Sub-CPMK43 | Students should be exposed to the diversity of feminist and gender perspectives, recognizing the different ways in which scholars approach these topics and the importance of considering multiple viewpoints |
| | Sub-CPMK44 | Mid term test |
| | Sub-CPMK45 | Students should develop an understanding of key psychological concepts relevant to literary analysis, such as psychoanalytic theory, cognitive psychology, and neuroscience |
| | Sub-CPMK46 | Students should be able to apply Freudian psychological concepts to the analysis of literary texts, such as exploring the psychological motivations of characters, the role of the unconscious in the narrative, and the impact of the reader's psychological state on the interpretation of the text. |
| | Sub-CPMK47 | Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Freudian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism |
| | Sub-CPMK48 | Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Jungian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism |
| | Sub-CPMK49 | Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Lacanian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism |
| | Sub-CPMK50 | Students should develop an understanding of key psychological concepts relevant to literary analysis, such as psychoanalytic theory, cognitive psychology, and neuroscience |
| | Sub-CPMK51 | Students should be able to apply Freudian psychological concepts to the analysis of literary texts, such as exploring the psychological motivations of characters, the role of the unconscious in the narrative, and the impact of the reader's psychological state on the interpretation of the text. |
| | Sub-CPMK52 | Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Freudian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism |
| | Sub-CPMK53 | Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Jungian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism |
| | Sub-CPMK54 | Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Lacanian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism |
| | Sub-CPMK55 | Students will be actively participating in class discussions and they will be sharing their interpretations of the text and engaging with other students' perspectives. |
| | Sub-CPMK56 | Students are able to be using textual evidence to support their arguments and they will be able to identify specific passages from the text that support their interpretation. |
| | Sub-CPMK57 | Students will be able to analyze the text from multiple perspectives and considering the implications of their interpretations |
| | Sub-CPMK58 | Students who are learning about reader response criticism will be able to use academic language and terminology, and they will be able to identify and use terms such as |
| | Sub-CPMK59 | Students who are applying reader response criticism will be engaging with diverse perspectives, since they will be considering the ways in which different readers might interpret the same text and will be open to new and different interpretations |
| | Sub-CPMK60 | Students will be able to demonstrate their understanding through written work. They will be able to write essays that incorporate reader response criticism and use textual evidence to support their arguments |
| | Sub-CPMK61 | Students will be reflecting on their personal reading experiences. They will be able to identify how their own experiences and backgrounds influence their interpretation of a text and will be able to articulate their personal responses to a text |
| | Sub-CPMK62 | By studying ecocriticism students will gain a deeper understanding of environmental issues and the ways in which literature reflects and responds to these issues. |
| | Sub-CPMK63 | Students will be able to develop critical thinking skills as they analyze and interpret literature through an environmental lens. They will learn to consider the environmental implications of texts and to identify the ways in which literature reflects and responds to environmental issues. |
| | Sub-CPMK64 | Students who study ecocriticism will develop a greater appreciation for these interconnections and the ways in which literature reflects and responds to them |
| | Sub-CPMK65 | Students will learn to identify how literature can challenge or reinforce dominant cultural narratives about the environment and sustainability. |
| | Sub-CPMK66 | Students will be able to apply an environmental perspective to other fields of study or to their personal lives, and they may gain a greater appreciation for the ways in which environmental issues intersect with social justice, politics, and other areas |
| | Sub-CPMK67 | Students will be able to develop the ability to articulate environmental concerns and potential solutions, and they will learn to communicate complex environmental issues effectively and to propose innovative solutions to environmental problems |
| | Sub-CPMK68 | Students will be able to learn to write persuasive and well-supported essays that analyze and interpret literature through an environmental lens. |
| | Sub-CPMK69 | After studyng postcolonial criticism, students will gain a deeper understanding of the historical and cultural contexts of colonialism and its aftermath. They will learn about the ways in which colonialism has shaped literature, culture, and society in colonized and postcolonial regions. |
| | Sub-CPMK70 | Students will develop critical thinking skills as they analyze and interpret literature through a postcolonial lens. They will learn to consider the political, cultural, and historical implications of texts and to identify the ways in which literature reflects and responds to postcolonial issues |
| | Sub-CPMK71 | Students will develop a greater appreciation for the diversity of cultural perspectives and the ways in which literature reflects and responds to them |
| | Sub-CPMK72 | Students will gain a deeper understanding of these issues and the ways in which they intersect with colonialism and postcolonialism |
| | Sub-CPMK73 | Students will learn to identify how literature can challenge or reinforce dominant cultural narratives about colonialism and postcolonialism |
| | Sub-CPMK74 | Students will be able to apply a postcolonial perspective to other fields of study or to their personal lives. They may gain a greater appreciation for the ways in which postcolonial issues intersect with social justice, politics, and other areas |
| | Sub-CPMK75 | Students will learn to write persuasive and well-supported essays that analyze and interpret literature through a postcolonial lens. They may also learn to write creatively, using literature as a means of exploring and challenging dominant cultural narratives. |
| | Sub-CPMK76 | After studying magic realism, students will be able to identify and explain the characteristics of this literary genre, such as the blending of fantastical elements with the mundane, the use of magical events to explore real-world issues, and the representation of multiple perspectives and realities |
| | Sub-CPMK77 | Students will be able to analyze and interpret magic realist texts, identifying the themes, motifs, and messages conveyed through the use of magical realism |
| | Sub-CPMK78 | Students will have developed strong critical thinking and analytical skills, which they can apply to literary texts and other areas of study. They will be able to identify and analyze the ways in which magical realism is used to explore complex issues and themes |
| | Sub-CPMK79 | Students will have an understanding of the cultural and historical contexts in which this literary genre emerged, including its roots in Latin American literature |
| | Sub-CPMK80 | Students will be able to develop their own creative writing skills, experimenting with the use of magical realism in their own writing |
| | Sub-CPMK81 | Students will be able to engage with diverse perspectives and consider the ways in which different cultural and social perspectives shape the use of magical realism in literature |
| | Sub-CPMK82 | Students will understand the interdisciplinary nature of this literary genre, including its connections to art, film, and other forms of storytelling |
| | Sub-CPMK83 | After studying gay and lesbian criticism, students should be able to demonstrate an understanding of key concepts and terminology used in gay and lesbian criticism, including terms related to gender and sexuality.After studying gay and lesbian criticism |
| | Sub-CPMK84 | Students should be able to analyze and interpret queer literature, identifying the ways in which it challenges dominant cultural norms and narratives. |
| | Sub-CPMK85 | Students should be able to critique heteronormativity, examining how it shapes cultural values, social structures, and interpersonal relationships. |
| | Sub-CPMK86 | Students should understand the historical and cultural context in which gay and lesbian criticism emerged, including the political and social movements that have shaped the discourse |
| | Sub-CPMK87 | Students should engage with intersectionality, examining how queer identities intersect with other aspects of identity, such as race, class, and religion |
| | Sub-CPMK88 | Students should develop empathy and perspective-taking skills, cultivating an understanding of the experiences of LGBTQ individuals and communities |
| | Sub-CPMK89 | Students should develop critical thinking and writing skills, which they can apply to the study of queer literature and other areas of study |
| | Sub-CPMK90 | Students should be aware of the ethical and social issues related to LGBTQ rights, including discrimination, violence, and the struggle for equal representation and treatment in society |
| | Sub-CPMK91 | Students should be able to integrate their knowledge of gay and lesbian criticism with other disciplines, such as psychology, sociology, and cultural studies |
| | Sub-CPMK92 | Students should reflect on their own beliefs and biases related to gender and sexuality, recognizing how they may impact their interactions with others and their understanding of the world |
| | Sub-CPMK93 | Students will be able to write an article by using one of the chosen literary theories and to apply it onto any kind of works of literature |
| **Deskripsi Singkat MK** | The course is to give new ideas on how to explore literary works from the outer spaces of their diaphanous insights. In other words, literary works will be studied from their extrinsic side. By using case study method, the course offers approaches such as Psychology; Psycho-analysis; Sociology; Discourse Analysis (Foucauldian, Gramsci, and Piere Bordieu), Feminism, Ecocriticism, Postcolonialism and Gay and Lesbian Criticism. The design of the course enables the students to critically judge and evaluate works of literature from different perspectives and meanings through activities such as group discussion, note-taking, presentation and writing papers. | |
| **Pustaka** | **Utama :** | |
| | 1. Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge<br>2. Magedera, Ian. H. 2014. Outsider Biographies . Rodopi: Amsterdam (Literary and Biogrpahy)<br>3. Purkiss, Diane. 2005. Literature, Gender,and Politics during The English War . Cambridge University Press: Cambridge (Literary and Gender)<br>4. Zima, Petter, V. 2002. Deconstruction and Critical Theory . Continuum: London (Literary and Modernity)<br>5. Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism . Palgrave Macmallian: London<br>6. Morales, Helena. 2007. Classical Mythology A Very Short Introduction. Oxford University Press: New York.<br>7. Gallop, Jane. 2011. The Deaths of The Author Reading and Writing in Time . Duke University Press: Durham.<br>8. Schram, Dick. Gerard Steen. 2001. The Psychology and Sociology of Literature . John Benjamins Publishing Company: Amsterdam | |
| | **Pendukung :** | |
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| **Dosen Pengampu** | Dr. Ali Mustofa, S.S., M.Pd.<br>Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1.Students will be able to define and differentiate between intrinsic and extrinsic approaches to literature study<br>2.Students will understand the historical and cultural contexts in which extrinsic approaches emerged<br>3.Students will be able to identify and describe different types of extrinsic approaches to literature study, such as biographical, historical, and sociological approaches, and many more<br>4.Students will be able to analyze a literary text using an extrinsic approach, demonstrating an understanding of how a particular extrinsic approach can shed light on the meaning and significance of the text.<br>5.Students will be able to evaluate the strengths and limitations of using extrinsic approaches to study literature, considering issues such as the potential for oversimplification or reductionism, the importance of balancing extrinsic and intrinsic approaches, and the ways in which extrinsic approaches can help students' better understand literary texts. | 1.Being able to actively response questions, making connections to their own experiences or previous learning, and demonstrating interest in the material, this suggests that they are engaged and invested in the topic<br>2.Being able to demonstrate a clear understanding of the concepts and ideas covered during the introduction session, both immediately after the session and over time<br>3.Being able to use a particular extrinsic approach effectively, or showing an understanding of how different extrinsic approaches might be used to approach a given text<br>4.Being able to engage in critical thinking about the strengths and limitations of extrinsic approaches to literature study, and to reflect on how these approaches fit into their broader understanding of literary analysis | **Kriteria:**<br>1.Knowledge and comprehension<br>2.Analysis and application<br>3.Critical thinking<br>4.Communication & sharing competences<br>5.Engagement and participation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Offline: Lecturing, sharing and Discussion, Giving examples, Q and A and Reflective practice<br>2 X 50 | | **Materi:** Introduction to Literary Theories<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge*<br><br>**Materi:** Some Approaches to literary studies<br>**Pustaka:** *Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism . Palgrave Macmallian: London* | 3% |

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| **2** | 1. Students are able to define biographical criticism and understand its key features, such as the emphasis on the author's life and experiences, the relationship between the author's life and their literary works, and the importance of understanding the social, cultural, and historical contexts in which the author lived<br>2. Students are able to analyze the ways in which an author's life experiences, beliefs, and values are reflected in their literary works<br>3. Students are able to identify biographical elements in the text, such as autobiographical references, allusions to historical events, or thematic concerns that reflect the author's experiences<br>4. Students are able to use biographical criticism as a tool for analyzing and interpreting literary texts<br>5. Students are able to engage in critical thinking about the strengths and limitations of biographical criticism as a literary analysis approach<br>6. Students are able to consider questions such as whether biographical information is always relevant or useful for interpreting a text, and whether an author's intentions or beliefs should be privileged over the meaning that readers derive from the text<br>7. Students are able to summarize and explain key concepts and terms, as well as use biographical criticism to support their interpretations of literary texts in written assignments | 1. Students should be able to identify relevant biographical information about the author and use it to support their analysis of the literary work<br>2. Students should be able to explain the ways in which the author's life experiences, beliefs, and values are reflected in their literary work<br>3. Students should be able to integrate biographical analysis with other literary approaches, such as formalism or historical criticism, in order to produce a nuanced and well-supported interpretation of the literary work.<br>4. Students should engage in critical thinking about the strengths and limitations of biographical approach as a literary analysis tool<br>5. Students should be able to communicate their analysis of the literary work and their understanding of the biographical approach effectively in written assignments<br>6. Students should be able to apply their understanding of biographical criticism to other literary works, demonstrating their ability to use biographical information to support their analysis and interpretation of the text | **Kriteria:**<br>1. Knowledge and comprehension<br>2. Analysis and application<br>3. Critical thinking<br>4. Communication and sharing competences<br>5. Engagement and participation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Offline: Lecturing, Sharing and Discussion of the topics covered in the session, Q and A for better reflective practice<br>2 X 50 | | **Materi:** Literary and Biography<br>**Pustaka:** *Magedera, Ian. H. 2014. Outsider Biographies . Rodopi: Amsterdam (Literary and Biogrpahy)*<br><br>**Materi:** Biographical criticism<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge* | 3% |

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| **3** | 1. Students are able to define biographical criticism and understand its key features, such as the emphasis on the author's life and experiences, the relationship between the author's life and their literary works, and the importance of understanding the social, cultural, and historical contexts in which the author lived<br>2. Students are able to analyze the ways in which an author's life experiences, beliefs, and values are reflected in their literary works<br>3. Students are able to identify biographical elements in the text, such as autobiographical references, allusions to historical events, or thematic concerns that reflect the author's experiences<br>4. Students are able to use biographical criticism as a tool for analyzing and interpreting literary texts<br>5. Students are able to engage in critical thinking about the strengths and limitations of biographical criticism as a literary analysis approach<br>6. Students are able to consider questions such as whether biographical information is always relevant or useful for interpreting a text, and whether an author's intentions or beliefs should be privileged over the meaning that readers derive from the text<br>7. Students are able to summarize and explain key concepts and terms, as well as use biographical criticism to support their interpretations of literary texts in written assignments | 1. Students should be able to identify relevant biographical information about the author and use it to support their analysis of the literary work<br>2. Students should be able to explain the ways in which the author's life experiences, beliefs, and values are reflected in their literary work<br>3. Students should be able to integrate biographical analysis with other literary approaches, such as formalism or historical criticism, in order to produce a nuanced and well-supported interpretation of the literary work.<br>4. Students should engage in critical thinking about the strengths and limitations of biographical approach as a literary analysis tool<br>5. Students should be able to communicate their analysis of the literary work and their understanding of the biographical approach effectively in written assignments<br>6. Students should be able to apply their understanding of biographical criticism to other literary works, demonstrating their ability to use biographical information to support their analysis and interpretation of the text | **Kriteria:**<br>1. Knowledge and comprehension<br>2. Analysis and application<br>3. Critical thinking<br>4. Communication and sharing competences<br>5. Engagement and participation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Offline: Lecturing, Sharing and Discussion of the topics covered in the session, Q and A for better reflective practice<br>2 X 50 | | **Materi:** Literary and Biography<br>**Pustaka:** *Magedera, Ian. H. 2014. Outsider Biographies . Rodopi: Amsterdam (Literary and Biogrpahy)*<br><br>**Materi:** Biographical criticism<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge*<br><br>**Materi:** Biographical criticism<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge*<br><br>**Materi:** Literature and author's biography<br>**Pustaka:** *Magedera, Ian. H. 2014. Outsider Biographies . Rodopi: Amsterdam (Literary and Biogrpahy)* | 3% |

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| 4 | 1. Students should gain an understanding of the historical and cultural contexts in which literary works were produced, including political, social, and economic factors that influenced the production and reception of literature<br>2. Students should be able to analyze literary works in relation to their historical contexts, recognizing how the events, values, and beliefs of a particular time period are reflected in the text<br>3. Students should be familiar with the methods and strategies employed by new historicist scholars, including attention to historical and cultural contexts, power relations, and social norms<br>4. Students should develop critical thinking skills by analyzing how cultural and historical contexts shape literary works, and by questioning the assumptions and biases of historical narratives<br>5. Students should be able to engage in interdisciplinary analysis, drawing on historical, anthropological, and other cultural studies perspectives to analyze literary texts<br>6. Students should develop their writing skills by articulating their ideas and arguments clearly and effectively in written assignments, demonstrating their ability to synthesize historical and literary analysis<br>7. Students should be able to connect historical contexts to contemporary issues, recognizing how past events and ideologies continue to shape our cultural and political landscape today. | 1. Students should be able to understand the historical context of the literary work, including the social, political, and cultural events that influenced its production and reception<br>2. Students should be familiar with historical sources and archives, including primary sources such as letters, diaries, and other documents that provide insight into the historical context of the literary work<br>3. Students should be able to use historical evidence to support their analysis of the literary work, including demonstrating how historical events and ideas influenced the themes, characters, and other aspects of the work<br>4. Students should develop critical thinking skills by analyzing how historical context shapes literary works, and by questioning the assumptions and biases of historical narratives.<br>5. Students should be able to engage in interdisciplinary analysis, drawing on historical, sociological, and other perspectives to analyze literary texts | **Kriteria:**<br>1. Knowledge and comprehension<br>2. Analysis and application<br>3. Critical thinking<br>4. Communication and sharing competencies<br>5. Engagement and participation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline: Lecturing, Sharing and Discussion of the topics covered during the session, explaining the examples, Q and A for better reflective practice<br>2 X 50 | | **Materi:** Historical criticism<br>**Pustaka:** *Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism . Palgrave Macmallian: London*<br><br>**Materi:** Literary and memory<br>**Pustaka:** *Purkiss, Diane. 2005. Literature, Gender,and Politics during The English War . Cambridge University Press: Cambridge (Literary and Gender)*<br><br>**Materi:** Historical criticism<br>**Pustaka:** *Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism . Palgrave Macmallian: London* | 3% |

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| **5** | 1.Students should gain an understanding of the historical and cultural contexts in which literary works were produced, including political, social, and economic factors that influenced the production and reception of literature<br>2.Students should be able to analyze literary works in relation to their historical contexts, recognizing how the events, values, and beliefs of a particular time period are reflected in the text<br>3.Students should be familiar with the methods and strategies employed by new historicist scholars, including attention to historical and cultural contexts, power relations, and social norms<br>4.Students should develop critical thinking skills by analyzing how cultural and historical contexts shape literary works, and by questioning the assumptions and biases of historical narratives<br>5.Students should be able to engage in interdisciplinary analysis, drawing on historical, anthropological, and other cultural studies perspectives to analyze literary texts<br>6.Students should develop their writing skills by articulating their ideas and arguments clearly and effectively in written assignments, demonstrating their ability to synthesize historical and literary analysis<br>7.Students should be able to connect historical contexts to contemporary issues, recognizing how past events and ideologies continue to shape our cultural and political landscape today. | 1.Students should be able to understand the historical context of the literary work, including the social, political, and cultural events that influenced its production and reception<br>2.Students should be familiar with historical sources and archives, including primary sources such as letters, diaries, and other documents that provide insight into the historical context of the literary work<br>3.Students should be able to use historical evidence to support their analysis of the literary work, including demonstrating how historical events and ideas influenced the themes, characters, and other aspects of the work<br>4.Students should develop critical thinking skills by analyzing how historical context shapes literary works, and by questioning the assumptions and biases of historical narratives.<br>5.Students should be able to engage in interdisciplinary analysis, drawing on historical, sociological, and other perspectives to analyze literary texts<br>6.Students should develop their writing skills by articulating their ideas and arguments clearly and effectively in written assignments, demonstrating their ability to synthesize historical and literary analysis.<br>7.Students should be able to evaluate the strengths and limitations of historical criticism as a method of literary analysis, including considering the challenges of interpreting historical evidence and recognizing the potential biases of historical narratives<br>8.Students should be able to apply their understanding of historical criticism to other literary works, demonstrating their ability to use historical evidence to support their analysis and interpretation of the text | **Kriteria:**<br>1.Knowledge and comprehension<br>2.Analysis and application<br>3.Critical thinking<br>4.Communication and sharing competencies<br>5.Engagement and participation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline: Lecturing, Sharing and Discussion of the topics covered during the session, explaining the examples, Q and A for better reflective practice<br>2 X 50 | | **Materi:** Historical criticism<br>**Pustaka:** *Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism . Palgrave Macmallian: London*<br><br>**Materi:** Literary and memory<br>**Pustaka:** *Purkiss, Diane. 2005. Literature, Gender,and Politics during The English War . Cambridge University Press: Cambridge (Literary and Gender)*<br><br>**Materi:** Historical criticism<br>**Pustaka:** *Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism . Palgrave Macmallian: London* | 3% |

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| **6** | 1. Students should gain an understanding of how gender and sexuality are socially constructed, and how these constructions influence the production and reception of literary works.<br>2. Students are able to analyze how gender and sexuality are represented in literary works, and how these representations reflect or challenge dominant cultural values and norms<br>3. Students are able develop critical thinking skills by analyzing how gender and sexuality shape literary works, and by questioning the assumptions and biases of gendered narratives<br>4. Students should be able to connect representations of gender and sexuality in literature to broader social issues, recognizing how these issues impact our cultural and political landscape today | 1. Knowledge and comprehension<br>2. Analysis and application<br>3. Critical thinking<br>4. Communication & sharing competencies<br>5. Engagement and participation | **Kriteria:**<br>3<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline: Lecturing and Sharing, Discussing particular issues on gender and cultural change, Q and A for better reflective practice<br>2 X 50 | | **Materi:** Gender and literature<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge*<br><br>**Materi:** Gender and politics in interpretation<br>**Pustaka:** *Purkiss, Diane. 2005. Literature, Gender,and Politics during The English War . Cambridge University Press: Cambridge (Literary and Gender)* | 3% |

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| 7 | 1. Students should develop critical thinking skills by analyzing how gender and sexuality shape literary works, and by questioning the assumptions and biases of gendered narratives.<br>2. Students should be able to engage in interdisciplinary analysis, drawing on feminist theory, queer theory, and other perspectives to analyze literary texts.<br>3. Students should develop their writing skills by articulating their ideas and arguments clearly and effectively in written assignments, demonstrating their ability to synthesize gender and literary analysis.<br>4. Students should be able to connect representations of gender and sexuality in literature to broader social issues, recognizing how these issues impact our cultural and political landscape today.<br>5. Students should gain an understanding of intersectionality, the ways in which multiple social identities intersect to shape experiences of power and privilege, and how this concept applies to literary works<br>6. Students should be exposed to the diversity of feminist and gender perspectives, recognizing the different ways in which scholars approach these topics and the importance of considering multiple viewpoints | 1. Students should be able to engage in interdisciplinary analysis, drawing on feminist theory, queer theory, and other perspectives to analyze literary texts<br>2. Students should demonstrate their writing skills by articulating their ideas and arguments clearly and effectively in written assignments, demonstrating their ability to synthesize gender and literary analysis.<br>3. Students should be able to connect representations of gender and sexuality in literature to broader social issues, recognizing how these issues impact our cultural and political landscape today<br>4. Students should be aware of the diversity of feminist and gender perspectives, recognizing the different ways in which scholars approach these topics and the importance of considering multiple viewpoints<br>5. Students should be able to recognize the influence of gender on the literary works they study, including how gender shapes characters, themes, and other aspects of the text<br>6. Students should be able to evaluate the strengths and limitations of gender criticism as a method of literary analysis, including considering the challenges of interpreting representations of gender and sexuality in literary works and recognizing the potential biases of gendered narratives. | **Kriteria:**<br>1. Knowledge and comprehension<br>2. Analysis and application<br>3. Critical thinking<br>4. Communication and sharing comprehension<br>5. Engagement and participation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline: Lecturing and Sharing, Discussion and disseminating critical thinking skills, Q and A for better reflective practice<br>2 X 50 | | **Materi:** Gender and Literature<br>**Pustaka:** *Purkiss, Diane. 2005. Literature, Gender,and Politics during The English War . Cambridge University Press: Cambridge (Literary and Gender)*<br><br>**Materi:** Gender criticism and how it frames the discussion of issues in literary works<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge* | 5% |

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| **8** | Mid term test | 1. Students should demonstrate an understanding of key concepts and themes discussed in class, such as literary criticism approaches, relevant theoretical frameworks, and important literary works.<br>2. Students should be able to analyze literary texts from the perspective of the literary criticism approach being studied, demonstrating their ability to identify key elements of the text that are relevant to the approach<br>3. Students should demonstrate their critical thinking skills by synthesizing information from the course material and applying it to their analysis of the text, as well as by questioning assumptions and biases in the text and the approach being studied.<br>4. Students should be able to communicate their ideas clearly and effectively in writing, demonstrating their ability to organize their thoughts logically and present their analysis in a structured and coherent manner.<br>5. Students should be able to apply the skills and concepts learned in class to the analysis of a new text, demonstrating their ability to generalize and transfer their knowledge to different contexts.<br>6. Students should be able to manage their time effectively during the test, demonstrating their ability to complete the test within the allotted time frame and prioritize tasks appropriately<br>7. Students should demonstrate attention to detail, such as by following instructions, using proper citation format, and avoiding grammatical and spelling errors | **Kriteria:**<br>1. Creativity and Originality<br>2. Identification of Key Themes and Elements<br>3. Knowledge and comprehension<br>4. Critical thinking<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | | Offline: Students are having their mid term test for answering/discussing some cases or issues in works of literature using the frameworks they have studied in previous meetings (take home exam)<br>2 X 50 | **Materi:** All topics discussed during the classroom sessions<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge*<br><br>**Materi:** All materials discussed in previous meetings<br>**Pustaka:** *Magedera, Ian. H. 2014. Outsider Biographies . Rodopi: Amsterdam (Literary and Biogrpahy)*<br><br>**Materi:** All materials discussed in the classroom<br>**Pustaka:** *Magedera, Ian. H. 2014. Outsider Biographies . Rodopi: Amsterdam (Literary and Biogrpahy)*<br><br>**Materi:** All topics discussed during the classroom sessions<br>**Pustaka:** *Purkiss, Diane. 2005. Literature, Gender,and Politics during The English War . Cambridge University Press: Cambridge (Literary and Gender)*<br><br>**Materi:** All materials discussed in the classroom<br>**Pustaka:** *Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism . Palgrave Macmallian: London* | 20% |

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| **9** | 1.Students should develop an understanding of key psychological concepts relevant to literary analysis, such as psychoanalytic theory, cognitive psychology, and neuroscience<br>2.Students should be able to apply Freudian psychological concepts to the analysis of literary texts, such as exploring the psychological motivations of characters, the role of the unconscious in the narrative, and the impact of the reader's psychological state on the interpretation of the text.<br>3.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Freudian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism<br>4.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Jungian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism<br>5.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Lacanian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism | 1.Students should be able to apply Freudian, Jungian, and Lacanian psychological concepts to analyze literary texts, such as examining the motivations of characters or exploring the role of the reader's psychology in interpretation<br>2.Students should demonstrate critical thinking skills by evaluating the usefulness and validity of Freudian, Jungian, and Lacanian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism.<br>3.Students should be able to engage in interdisciplinary analysis by drawing on Freudian, Jungian, and Lacanian psychological concepts to analyze literary texts, and recognize the potential for cross-disciplinary insights. | **Kriteria:**<br>1.Creativity and Originality<br>2.Identification of Key Themes and Elements<br>3.Knowledge and Comprehension<br>4.Critical Thinking<br>5.Engagement and participations<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline: Lecturing and Sharing, Discussing and Disseminating Ideas, Q and A for better reflective practice<br>2 X 50 | | **Materi:** Literary and Psychology<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge*<br><br>**Materi:** Psychoanalysis<br>**Pustaka:** *Magedera, Ian. H. 2014. Outsider Biographies . Rodopi: Amsterdam (Literary and Biogrpahy)*<br><br>**Materi:** Gender and Psychology in Literary Studies<br>**Pustaka:** *Purkiss, Diane. 2005. Literature, Gender,and Politics during The English War . Cambridge University Press: Cambridge (Literary and Gender)* | 3% |

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| **10** | 1.Students should develop an understanding of key psychological concepts relevant to literary analysis, such as psychoanalytic theory, cognitive psychology, and neuroscience<br>2.Students should be able to apply Freudian psychological concepts to the analysis of literary texts, such as exploring the psychological motivations of characters, the role of the unconscious in the narrative, and the impact of the reader's psychological state on the interpretation of the text.<br>3.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Freudian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism<br>4.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Jungian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism<br>5.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Lacanian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism | 1.Students should be able to apply Freudian, Jungian, and Lacanian psychological concepts to analyze literary texts, such as examining the motivations of characters or exploring the role of the reader's psychology in interpretation<br>2.Students should demonstrate critical thinking skills by evaluating the usefulness and validity of Freudian, Jungian, and Lacanian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism.<br>3.Students should be able to engage in interdisciplinary analysis by drawing on Freudian, Jungian, and Lacanian psychological concepts to analyze literary texts, and recognize the potential for cross-disciplinary insights.<br>4.Students should develop their writing skills by articulating their ideas and arguments clearly and effectively in written assignments, demonstrating their ability to synthesize psychological and literary analysis<br>5.Students should use evidence from the text to support their analysis, demonstrating their ability to integrate textual evidence with psychological concepts<br>6.Students should participate in class discussions, demonstrating their ability to apply psychological concepts to literary texts and to engage in critical analysis and evaluation.<br>7.Students should demonstrate their understanding of psychological concepts and their ability to apply those concepts to literary analysis.<br>8.Students should recognize the limitations of psychological criticism as a method of literary analysis, including the potential for overgeneralization and the reliance on speculative interpretation. | **Kriteria:**<br>1.Creativity and Originality<br>2.Identification of Key Themes and Elements<br>3.Knowledge and Comprehension<br>4.Critical Thinking<br>5.Engagement and participations<br>6.Writing Quality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline: Lecturing and Sharing, Discussing and Disseminating Ideas, Q and A for better reflective practice<br>2 X 50 | | **Materi:** Literary and Psychology<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge*<br><br>**Materi:** Psychoanalysis<br>**Pustaka:** *Magedera, Ian. H. 2014. Outsider Biographies . Rodopi: Amsterdam (Literary and Biogrpahy)*<br><br>**Materi:** Gender and Psychology in Literary Studies<br>**Pustaka:** *Purkiss, Diane. 2005. Literature, Gender,and Politics during The English War . Cambridge University Press: Cambridge (Literary and Gender)* | 3% |

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| **11** | 1. Students will be actively participating in class discussions and they will be sharing their interpretations of the text and engaging with other students' perspectives.<br>2. Students are able to be using textual evidence to support their arguments and they will be able to identify specific passages from the text that support their interpretation.<br>3. Students will be able to analyze the text from multiple perspectives and considering the implications of their interpretations<br>4. Students who are learning about reader response criticism will be able to use academic language and terminology, and they will be able to identify and use terms such as<br>5. Students who are applying reader response criticism will be engaging with diverse perspectives, since they will be considering the ways in which different readers might interpret the same text and will be open to new and different interpretations<br>6. Students will be able to demonstrate their understanding through written work. They will be able to write essays that incorporate reader response criticism and use textual evidence to support their arguments<br>7. Students will be reflecting on their personal reading experiences. They will be able to identify how their own experiences and backgrounds influence their interpretation of a text and will be able to articulate their personal responses to a text | 1. Students will be sharing their interpretations of the text and engaging with other students' perspectives.<br>2. Students will be able to identify specific passages from the text that support their interpretation<br>3. Students will be analyzing the text from multiple perspectives and considering the implications of their interpretations<br>4. Students will be able to identify and use terms such as<br>5. Students will be able to apply the concepts of indeterminacy, implied reader, intentional, and so on<br>6. Students will be able to apply the concepts of reading strategies offered by Hans Robert Jauss, Stanley Fish, and Wolfgang Iser<br>7. Students will be considering the ways in which different readers might interpret the same text and will be open to new and different interpretations<br>8. Students will be able to demonstrate their understanding through written work, and they will be able to write essays that incorporate reader response criticism and use textual evidence to support their arguments<br>9. Students will be able to identify how their own experiences and backgrounds influence their interpretation of a text and will be able to articulate their personal responses to a text. | **Kriteria:**<br>1. Understanding of key concepts<br>2. Identification of Key Themes and Elements<br>3. Analysis and interpretation of texts<br>4. Use of academic language and terminology<br>5. Engagement with diverse perspectives<br>6. Writing skills<br>7. Critical thinking skills<br>8. Reflection on personal reading experiences<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Offline: Lecturing and Sharing ideas, disseminating some new projects on reader response criticism, Q and A for some reflective response 2 X 50 | | **Materi:** Reader Response Criticism<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge*<br><br>**Materi:** Readerly and Writerly<br>**Pustaka:** *Magedera, Ian. H. 2014. Outsider Biographies . Rodopi: Amsterdam (Literary and Biogrpahy)*<br><br>**Materi:** Reader Response<br>**Pustaka:** *Gallop, Jane. 2011. The Deaths of The Author Reading and Writing in Time . Duke University Press: Durham.* | 3% |

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| **12** | 1. By studying ecocriticism students will gain a deeper understanding of environmental issues and the ways in which literature reflects and responds to these issues.<br>2. Students will be able to develop critical thinking skills as they analyze and interpret literature through an environmental lens. They will learn to consider the environmental implications of texts and to identify the ways in which literature reflects and responds to environmental issues.<br>3. Students who study ecocriticism will develop a greater appreciation for these interconnections and the ways in which literature reflects and responds to them<br>4. Students will learn to identify how literature can challenge or reinforce dominant cultural narratives about the environment and sustainability.<br>5. Students will be able to apply an environmental perspective to other fields of study or to their personal lives, and they may gain a greater appreciation for the ways in which environmental issues intersect with social justice, politics, and other areas<br>6. Students will be able to develop the ability to articulate environmental concerns and potential solutions, and they will learn to communicate complex environmental issues effectively and to propose innovative solutions to environmental problems<br>7. Students will be able to learn to write persuasive and well-supported essays that analyze and interpret literature through an environmental lens. | 1. Students are able to analyze and interpret literature through an environmental lens, identifying environmental themes, motifs, and messages in literary texts.<br>2. Students will be able to demonstrate an understanding of key concepts and terminology in the field, such as "nature writing," "eco-feminism," "anthropocentrism," and "biocentrism."<br>3. Students will have developed strong critical thinking and analytical skills, which they can apply to literary texts and other areas of study. They will be able to identify and analyze the ways in which literature reflects and responds to environmental issues<br>4. Students may apply their knowledge and skills in other fields of study or to their personal lives. They may demonstrate an ability to apply an environmental perspective to areas such as social justice, politics, or urban planning.<br>5. Students will have developed strong communication skills, which they can apply to the communication of environmental issues. They will be able to communicate complex environmental issues effectively and propose innovative solutions to environmental problems<br>6. Students will be able to engage with diverse perspectives and consider the ways in which different cultural and social perspectives shape environmental attitudes and behaviors.<br>7. Students may demonstrate a personal engagement with environmental issues, such as through involvement in environmental activism or community organizing. They may apply their knowledge and skills to real-world environmental problems. | **Kriteria:**<br>1. Ability to analyze and interpret literature through an environmental lens<br>2. Understanding of key concepts and terminology<br>3. Critical thinking and analytical skills<br>4. Application of environmental perspectives in other fields<br>5. Ability to communicate effectively about environmental issues<br>6. Engagement with diverse perspectives<br>7. Personal engagement with environmental issues<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Offline: Lecturing, Sharing and Discussing the topics through reading novels, poetry, watching movies, listening some songs, and having reflective practice on how to understand nature and environments in those works and their positions in the global positions.<br>2 X 50 | | **Materi:** Ecocriticism and ecology<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge*<br><br>**Materi:** Environmental criticism<br>**Pustaka:** *Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism . Palgrave Macmallian: London* | 5% |

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| **13** | 1.After studyng postcolonial criticism, students will gain a deeper understanding of the historical and cultural contexts of colonialism and its aftermath. They will learn about the ways in which colonialism has shaped literature, culture, and society in colonized and postcolonial regions.<br>2.Students will develop critical thinking skills as they analyze and interpret literature through a postcolonial lens. They will learn to consider the political, cultural, and historical implications of texts and to identify the ways in which literature reflects and responds to postcolonial issues<br>3.Students will develop a greater appreciation for the diversity of cultural perspectives and the ways in which literature reflects and responds to them<br>4.Students will gain a deeper understanding of these issues and the ways in which they intersect with colonialism and postcolonialism<br>5.Students will learn to identify how literature can challenge or reinforce dominant cultural narratives about colonialism and postcolonialism<br>6.Students will be able to apply a postcolonial perspective to other fields of study or to their personal lives. They may gain a greater appreciation for the ways in which postcolonial issues intersect with social justice, politics, and other areas<br>7.Students will learn to write persuasive and well-supported essays that analyze and interpret literature through a postcolonial lens. They may also learn to write creatively, using literature as a means of exploring and challenging dominant cultural narratives. | 1.Able to analyze and interpret literature through a postcolonial lens, identifying postcolonial themes, motifs, and messages in literary texts.<br>2.Able to demonstrate an understanding of key concepts and terminology in the field, such as "subaltern," "hybridity," "colonialism," and "decolonization."<br>3.Able to identify and analyze the ways in which literature reflects and responds to postcolonial issues.<br>4.Able to engage with diverse perspectives and consider the ways in which different cultural and social perspectives shape postcolonial attitudes and behaviors<br>5.Successful learners of postcolonial criticism will have a deep understanding of the historical and cultural contexts of colonialism and its aftermath, including an understanding of the global impact of colonialism and the specific experiences of colonized and postcolonial regions.<br>6.Able to communicate complex postcolonial issues effectively and propose innovative solutions to postcolonial problems<br>7.Students may apply their knowledge and skills to real-world postcolonial problems | **Kriteria:**<br>1.Critical analysis<br>2.Understanding of key concepts and terminology<br>3.Communication skills<br>4.Engagement with diverse perspectives<br>5.Understanding of historical and cultural contexts<br>6.Personal engagement with postcolonial issues<br>7.Creativity and originality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes | Offline: Lecturing, Sharing and Discussion of the topics on postcolonialism by some different important figures: Said, Bhaba, Fanon, Spivak, Gandhi, and Ahmed.<br>2 X 50 | | **Materi:** Postcolonialism<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge*<br><br>**Materi:** Colonialism and Postcolonialism<br>**Pustaka:** *Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism . Palgrave Macmallian: London* | 5% |

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| **14** | 1. After studying magic realism, students will be able to identify and explain the characteristics of this literary genre, such as the blending of fantastical elements with the mundane, the use of magical events to explore real-world issues, and the representation of multiple perspectives and realities<br>2. Students will be able to analyze and interpret magic realist texts, identifying the themes, motifs, and messages conveyed through the use of magical realism<br>3. Students will have developed strong critical thinking and analytical skills, which they can apply to literary texts and other areas of study. They will be able to identify and analyze the ways in which magical realism is used to explore complex issues and themes<br>4. Students will have an understanding of the cultural and historical contexts in which this literary genre emerged, including its roots in Latin American literature<br>5. Students will be able to develop their own creative writing skills, experimenting with the use of magical realism in their own writing<br>6. Students will be able to engage with diverse perspectives and consider the ways in which different cultural and social perspectives shape the use of magical realism in literature<br>7. Students will understand the interdisciplinary nature of this literary genre, including its connections to art, film, and other forms of storytelling | 1. Students should be able to demonstrate their knowledge and understanding of the characteristics of magic realism, the historical and cultural context of the genre, and the themes and messages conveyed through its use.<br>2. Students should be able to analyze and interpret magic realist texts, identifying the ways in which magical elements are used to explore real-world issues and themes<br>3. Students should demonstrate strong critical thinking and analytical skills, which they can apply to the study of literary texts and other areas of study<br>4. Students should be able to communicate their ideas and insights effectively through written assignments, oral presentations, and class discussions<br>5. Students should demonstrate an ability to engage with diverse perspectives and consider the ways in which different cultural and social perspectives shape the use of magical realism in literature<br>6. Students should be able to develop their own creative writing skills, experimenting with the use of magical realism in their own writing<br>7. Students should develop an appreciation for the power of literature to explore complex themes and issues in a unique and engaging way<br>8. Students should be able to integrate their knowledge of magic realism with other disciplines, such as art, film, and cultural studies | **Kriteria:**<br>1. Demonstration of knowledge and understanding<br>2. Analysis and interpretation of texts<br>3. Critical thinking and analytical skills<br>4. Written and oral communication skills<br>5. Engagement with diverse perspectives<br>6. Creative writing skills<br>7. Appreciation of literature<br>8. Integration of interdisciplinary knowledge<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline: Lecturing, Sharing and Discussion, Watching movies/films, Q and A for better reflective practice<br>2 X 50 | | **Materi:** Magic realism<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge*<br><br>**Materi:** Deconstructing ideology<br>**Pustaka:** *Zima, Petter, V. 2002. Deconstruction and Critical Theory . Continuum: London (Literary and Modernity)*<br><br>**Materi:** Magical realism and its characteristics<br>**Pustaka:** *Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism . Palgrave Macmallian: London* | 3% |

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| **15** | 1. After studying gay and lesbian criticism, students should be able to demonstrate an understanding of key concepts and terminology used in gay and lesbian criticism, including terms related to gender and sexuality.After studying gay and lesbian criticism<br>2. Students should be able to analyze and interpret queer literature, identifying the ways in which it challenges dominant cultural norms and narratives.<br>3. Students should be able to critique heteronormativity, examining how it shapes cultural values, social structures, and interpersonal relationships.<br>4. Students should understand the historical and cultural context in which gay and lesbian criticism emerged, including the political and social movements that have shaped the discourse<br>5. Students should engage with intersectionality, examining how queer identities intersect with other aspects of identity, such as race, class, and religion<br>6. Students should develop empathy and perspective-taking skills, cultivating an understanding of the experiences of LGBTQ individuals and communities<br>7. Students should develop critical thinking and writing skills, which they can apply to the study of queer literature and other areas of study<br>8. Students should be aware of the ethical and social issues related to LGBTQ rights, including discrimination, violence, and the struggle for equal representation and treatment in society<br>9. Students should be able to integrate their knowledge of gay and lesbian criticism with other disciplines, such as psychology, sociology, and cultural studies<br>10. Students should reflect on their own beliefs and biases related to gender and sexuality, recognizing how they may impact their interactions with others and their understanding of the world | 1. Students should be able to demonstrate their knowledge and understanding of the key concepts and terminology used in gay and lesbian criticism, as well as the historical and cultural context in which it emerged<br>2. Students should be able to analyze and interpret literary texts using gay and lesbian criticism, identifying the ways in which queer themes and identities are represented and how they challenge dominant cultural narratives<br>3. Students should demonstrate strong critical thinking and analytical skills, which they can apply to the study of literary texts and other areas of study<br>4. Students should be able to communicate their ideas and insights effectively through written assignments, oral presentations, and class discussions<br>5. Students should develop empathy and perspective-taking skills, cultivating an understanding of the experiences of LGBTQ individuals and communities<br>6. Students should demonstrate an ability to engage with diverse perspectives and consider the ways in which different cultural and social perspectives shape the representation of queer identities in literature<br>7. Students should be aware of the ethical and social issues related to LGBTQ rights, including discrimination, violence, and the struggle for equal representation and treatment in society<br>8. Students should be able to integrate their knowledge of gay and lesbian criticism with other disciplines, such as psychology, sociology, and cultural studies<br>9. Students should reflect on their own beliefs and biases related to gender and sexuality, recognizing how they may impact their interactions with others and their understanding of the world | **Kriteria:**<br>1. Demonstration of knowledge and understanding<br>2. Analysis and interpretation of texts<br>3. Critical thinking and analytical skills<br>4. Written and oral communication skills<br>5. Empathy and perspective-taking<br>6. Engagement with diverse perspectives<br>7. Awareness of ethical and social issues<br>8. Integration of interdisciplinary knowledge<br>9. Reflection on personal beliefs and biases<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline: Lecturing, Sharing and Discussion, Watching movies and listening to some songs which have some issues on LGBT; Q and A for better reflective practice<br>2 X 50 | | **Materi:** Literary and Gender Studies<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge*<br><br>**Materi:** Gay and Lesbian Criticism<br>**Pustaka:** *Purkiss, Diane. 2005. Literature, Gender,and Politics during The English War . Cambridge University Press: Cambridge (Literary and Gender)* | 5% |

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| **16** | Students will be able to write an article by using one of the chosen literary theories and to apply it onto any kind of works of literature | 1. Students should be able to demonstrate their understanding and application of the theory they have chosen, including the key concepts, terminology, and methods used in that theory.<br>2. Students should be able to analyze and interpret literary texts using the chosen theory, demonstrating their ability to identify the ways in which the theory helps to illuminate the text<br>3. Students should be able to demonstrate their critical thinking and analysis skills, including their ability to evaluate the strengths and limitations of the theory they have chosen, and to consider alternative perspectives or critiques of the theory.<br>4. Students should be able to demonstrate their better writing skills, including their ability to structure and organize their writing effectively, to use appropriate evidence and examples to support their arguments, and to communicate their ideas clearly and persuasively.<br>5. Students should be able to perform their originality and creativity, encouraging them to apply the theory in new and innovative ways, or to consider how the theory might be extended or adapted in light of new developments or contexts.<br>6. Students should be able to perform their ability to engage with diverse perspectives and consider the ways in which different cultural and social perspectives shape the application of the theory to literary texts.<br>7. Students should be able to demonstrate their awareness of the ethical and social issues related to the application of the theory, including issues of representation, power, and identity.<br>8. Students should be able to demonstrate their ability to integrate their knowledge of the theory with other disciplines, such as psychology, sociology, and cultural studies, demonstrating the ways in which interdisciplinary approaches can enrich our understanding of literature.<br>9. Students should be able to reflect their ability to reflect on their own beliefs and biases, recognizing how they may impact their interpretation and application of the theory to literary texts. | **Kriteria:**<br>1. Understanding and application of theory<br>2. Analysis and interpretation of texts<br>3. Critical thinking and analysis<br>4. Effective writing<br>5. Originality and creativity<br>6. Engagement with diverse perspectives<br>7. Awareness of ethical and social issues<br>8. Integration of interdisciplinary knowledge<br>9. Reflection on personal beliefs and biases<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | | Online: Take home exam, writing an article using certain perspectives studied during the meeting sessions<br>2 x 50 | **Materi:** All topics<br>**Pustaka:** *Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge*<br><br>**Materi:** All topics in this session of using the source<br>**Pustaka:** *Magedera, Ian. H. 2014. Outsider Biographies . Rodopi: Amsterdam (Literary and Biogrpahy)*<br><br>**Materi:** All topics discussed in the sessions<br>**Pustaka:** *Purkiss, Diane. 2005. Literature, Gender,and Politics during The English War . Cambridge University Press: Cambridge (Literary and Gender)*<br><br>**Materi:** All topics<br>**Pustaka:** *Zima, Petter, V. 2002. Deconstruction and Critical Theory . Continuum: London (Literary and Modernity)*<br><br>**Materi:** All topics<br>**Pustaka:** *Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism . Palgrave Macmallian: London*<br><br>**Materi:** All topics<br>**Pustaka:** *Morales, Helena. 2007. Classical Mythology A Very Short Introduction. Oxford University Press: New York.*<br><br>**Materi:** All topics<br>**Pustaka:** *Gallop, Jane. 2011. The Deaths of The Author Reading and Writing in Time . Duke University Press: Durham.*<br><br>**Materi:** All topics<br>**Pustaka:** *Schram, Dick. Gerard Steen. 2001. The Psychology and Sociology of Literature . John Benjamins Publishing Company: Amsterdam* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 17.85% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 17.85% |
| 3. | Penilaian Portofolio | 34.85% |
| 4. | Praktik / Unjuk Kerja | 16.6% |
| 5. | Tes | 12.85% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.

2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Intercultural Communication | 7920202243 | Culture | T=2 | P=0 | ECTS=3.18 | 5 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Pratiwi Retnaningdyah, PhD | Drs. Much. Koiri, M.Si | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to analyse cultural values, beliefs, perceptions, and communication styles that are important to build intercultural communication competence. | |
| | CPMK 1.A | Being able to define some key concepts in intercultural communication. |
| | CPMK 1.B | Being able to compare one's cultural values and beliefs with others to reveal the deep structure of culture. |
| | CPMK 1.C | Being able to compare world views in various cultures. |
| | CPMK 1.D | Being able to analyse cultural bumps based on a case study. |
| | CPMK 1.E | Being able to analyse the influence of culture on communication based on verbal and nonverbal messages. |
| | 2. Being able to produce reflective and analytical notes on intercultural communication issues on the basis of social experiments or observations. | |
| | CPMK 2.A | Being able to create reflective notes on student' own cultural identity. |
| | CPMK 2.B | Being able to analyse the influence of culture on communication based on verbal and nonverbal messages. |
| | CPMK 2.C | Being able to identify and manage intercultural conflicts through constructive dialogue and negotiation |
| | 3. Being able to respond to texts on intercultural issues orally. | |
| | CPMK 3.A | Being able to deliver an oral presentation on world views by means of selected images of religious traditions using appropriate English. |
| | CPMK 3.B | Being able to respond to others' presentations in English using an appropriate manner. |
| | 4. Being able to advocate cultural diversity in various interactions that involve different cultures. | |
| | CPMK 4.A | Being able demonstrate unbiased responses to intercultural communication issues. |
| | CPMK 4.B | Being able to show acceptance to cultural diversity. |
| | 5. Being able to acquire knowledge and skills to effectively engage in intercultural interactions. | |
| | CPMK 5.A | Being able to demonstrate the ability to communicate clearly and respectfully with individuals from diverse cultural backgrounds. |
| | CPMK 5.B | Being able to develop strategies for adapting communication behaviors to different cultural contexts. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | By the end of the session, students will be able to explain the learning contract of this class |
| | Sub-CPMK2 | By the end of the session, students will be able to explain the concept of intercultural communication |
| | Sub-CPMK3 | By the end of the session, students will be able to describe the relationship between communication and culture |
| | Sub-CPMK4 | By the end of the session, students will be able to explain the concept of deep and surface structure of culture |
| | Sub-CPMK5 | By the end of the session, students will be able to summarize the history of culture |
| | Sub-CPMK6 | By the end of the session, students will be able to describe of Worldview: Cultural Explanations of Life and Death |
| | Sub-CPMK7 | By the end of the session, students will be able to analyze cultural bumps |
| | Sub-CPMK8 | - |
| | Sub-CPMK9 | |
| | Sub-CPMK10 | to identify and manage intercultural conflicts through constructive dialogue and negotiation |
| | Sub-CPMK11 | to demonstrate unbiased responses to intercultural communication issues |
| | Sub-CPMK12 | |
| | Sub-CPMK13 | |
| | Sub-CPMK14 | to develop strategies for adapting communication behaviors to different cultural contexts |
| | Sub-CPMK15 | to demonstrate the ability to communicate clearly and respectfully with individuals from diverse cultural backgrounds |
| | Sub-CPMK16 | able to comprehend and acquire the materials |
| **Deskripsi Singkat MK** | This course focuses on gaining an understanding of the concepts associated with culture and communication. The course provides students the opportunity to develop intercultural awareness and patterns of perception and thinking to enable effective communication across cultural boundaries. Topics discussed include the effect of cultural differences on communication styles, personal identities, and various organizational contexts. | |
| **Pustaka** | **Utama :** | |
| | 1. Samovar, Larry A., et.al. 2012. Communication between Cultures . Singapore: Wadsworth Cengage Learning.<br>2. Selected movie clips<br>3. Handouts from various sources | |
| | **Pendukung :** | |
| **Dosen Pengampu** | Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.<br>Prof. Slamet Setiawan, M.A., Ph.D.<br>Diana Budi Darma, S.S., M.Pd.<br>Cicilia Deandra Maya Putri, S.Hum., M.A. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | By the end of the session, students will be able to explain the learning contract of this class | 1.to mention the description of the subject<br>2.to explain the grading plan<br>3.to describe the rule of conduct<br>4.to state requirements of the final assignment | **Kriteria:**<br>to summarize the description, rule, and output of the course<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | - Students use Frayer Model to define key concepts in ICC and provide examples<br>- Students work in groups to share their work<br>2 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:** *Handouts from various sources* | 2% |
| **2** | By the end of the session, students will be able to explain the concept of intercultural communication | 1.to compare the concept of dominant culture and co-culture<br>2.to exemplify the concept of culture shock<br>3.to discuss the importance of ethics in intercultural communication | **Kriteria:**<br>1.to compare the concept of dominant culture and co-culture<br>2.to exemplify the concept of culture shock<br>3.to explain the importance of ethics in intercultural communication<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Group presentation<br>Lecture<br>2 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:** *Handouts from various sources* | 3% |
| **3** | By the end of the session, students will be able to describe the relationship between communication and culture | 1.to explain the connection between culture and communication<br>2.to provide examples the relationship between culture and communication | **Kriteria:**<br>to explain the connection between culture and communication<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Presentation group work<br>Lecture<br>2 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:** | 4% |
| **4** | By the end of the session, students will be able to explain the concept of deep and surface structure of culture | 1.to describe the underlying culture of a certain culture practice<br>2.to provide examples of surface structure of culture<br>3.to explain the connection between deep and surface structure of culture | **Kriteria:**<br>to explain the connection between deep and surface structure of culture<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Presentation Group work<br>Lecture<br>2 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:** | 4% |
| **5** | By the end of the session, students will be able to summarize the history of culture | 1.to describe steps of the emerge of culture<br>2.to explain the conflict of culture<br>3.to exemplify the evidence of culture history | **Kriteria:**<br>to explain the conflict of culture<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Presentation Group work<br>Lecture<br>2 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:** | 4% |
| **6** | By the end of the session, students will be able to describe of Worldview: Cultural Explanations of Life and Death | 1.to compare the concept of different view of life and death worldwide<br>2.to describe the local view of cultural explanation for life and death | **Kriteria:**<br>to compare and explain the concept of life and death worldwide<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Group work Lecture<br>Presentation<br>2 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:** | 3% |
| **7** | By the end of the session, students will be able to analyze cultural bumps | 1.to describe the cultural issues in global<br>2.to analyze the cultural issues in global | **Kriteria:**<br>to explain the cultural issues in global<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecture<br>Presentation<br>2 X 50 | | **Materi:** Lustig, M. W., & Koester, J. (2019). Intercultural competence: Interpersonal communication across cultures (8th ed.). Pearson.<br>**Pustaka:** | 4% |
| **8** | - | to explain the logic and correct answer | **Kriteria:**<br>to provide the logic and correct answer<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | Written test<br>4 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:**<br><br>**Materi:** Lustig, M. W., & Koester, J. (2019). Intercultural competence: Interpersonal communication across cultures (8th ed.). Pearson.<br>**Pustaka:** | 20% |
| **9** | | to reflect intercultural communication based on verbal and nonverbal massage | **Kriteria:**<br>to explain intercultural communication based on verbal and nonverbal massage<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation<br>lecture<br>2 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:** | 3% |
| **10** | to identify and manage intercultural conflicts through constructive dialogue and negotiation | 1.to identify intercultural conflicts through constructive dialogue and negotiation<br>2.to manage intercultural conflicts through constructive dialogue and negotiation | **Kriteria:**<br>to identify intercultural conflicts through constructive dialogue and negotiation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation<br>lecture<br>2 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:** | 3% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **11** | to demonstrate unbiased responses to intercultural communication issues | to identify unbiased responses to intercultural communication issues | **Kriteria:**<br>to explain unbiased responses to intercultural communication issues<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation<br>lecture<br>2 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:** | 4% |
| **12** | | to demonstrate cultural diversity in various interactions that involve different cultures | **Kriteria:**<br>to explain cultural diversity in various interactions that involve different cultures<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation<br>lecture<br>2 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:** | 4% |
| **13** | | to analyze notes on intercultural communication issues on the basis of social experiments or observations | **Kriteria:**<br>to reflect on intercultural communication issues on the basis of social experiments or observations<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation<br>lecture<br>4 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:** | 4% |
| **14** | to develop strategies for adapting communication behaviors to different cultural contexts | to develop strategies for adapting communication behaviors to different cultural contexts | **Kriteria:**<br>to explain strategies for adapting communication behaviors to different cultural contexts<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation<br>lecture<br>2 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:** | 4% |
| **15** | to demonstrate the ability to communicate clearly and respectfully with individuals from diverse cultural backgrounds | to demonstrate the ability of communication clearly and respectfully with individuals from diverse cultural backgrounds | **Kriteria:**<br>to explain the ability of communication clearly and respectfully with individuals from diverse cultural backgrounds<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation<br>lecture<br>2 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:** | 4% |
| **16** | able to comprehend and acquire the materials | to summarize and reflect intercultural communication context in global | **Kriteria:**<br>to reflect intercultural communication context in global<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Written test | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:**<br><br>**Materi:** Lustig, M. W., & Koester, J. (2019). Intercultural competence: Interpersonal communication across cultures (8th ed.). Pearson.<br>**Pustaka:** | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 66% |
| 2. | Praktik / Unjuk Kerja | 24% |
| 3. | Tes | 10% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Introduction to Asian Studies | 7920202288 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 5 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| Model Pembelajaran | Case Study | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | |
| | 1. Sikap | |
| | 2. Keterampilan Umum | |
| | 3. Keterampilan Khusus | |
| | 4. Pengetahuan | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | |
| | 1. being able to Identify key geographical, historical, and cultural features of various Asian regions | |
| | 2. being able to Analyze major themes in Asian history and their impact on contemporary society. | |
| | 3. being able to Discuss the influence of religion, philosophy, and art in shaping Asian cultures. | |
| | 4. being able to Critically assess contemporary issues facing Asian societies, such as globalization, environmental challenges, and social change. | |
| | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | |
| | Sub-CPMK1 | students will be able to Accurately map key geographical features of Asia. |
| | Sub-CPMK2 | students will be able to Accurately map key geographical features of Asia. |
| | Sub-CPMK3 | students will be able to Identify and explain significant cultural practices in at least three Asian regions |
| | Sub-CPMK4 | students will be able to Identify and explain significant cultural practices in at least three Asian regions |
| | Sub-CPMK5 | students will be able to Summarize at least five major historical events in Asian countries. |
| | Sub-CPMK6 | students will be able to Discuss the implications of these events on contemporary society |
| | Sub-CPMK7 | students will be able to Summarize at least five major historical events in Asian countries. |
| | Sub-CPMK8 | students will be able to Discuss the implications of these events on contemporary society |
| | Sub-CPMK9 | students will be able to Discuss the implications of these events on contemporary society |
| | Sub-CPMK10 | students will be able to Discuss the implications of these events on contemporary society |
| | Sub-CPMK11 | students will be able to Compare and contrast at least two religions or philosophies prevalent in Asia. |
| | Sub-CPMK12 | students will be able to Analyze how specific art forms reflect cultural values in selected regions. |
| | Sub-CPMK13 | students will be able to Compare and contrast at least two religions or philosophies prevalent in Asia. |
| | Sub-CPMK14 | students will be able to Analyze how specific art forms reflect cultural values in selected regions. |
| | Sub-CPMK15 | students will be able to Compare and contrast at least two religions or philosophies prevalent in Asia. |
| | Sub-CPMK16 | students will be able to Analyze how specific art forms reflect cultural values in selected regions. |
| | Sub-CPMK17 | students will be able to Compare and contrast at least two religions or philosophies prevalent in Asia. |
| | Sub-CPMK18 | students will be able to Analyze how specific art forms reflect cultural values in selected regions. |
| | Sub-CPMK19 | students will be able to Identify a contemporary issue affecting at least two Asian countries and articulate its significance. |
| | Sub-CPMK20 | students will be able to Propose well-researched solutions based on critical analysis. |
| | Sub-CPMK21 | students will be able to Identify a contemporary issue affecting at least two Asian countries and articulate its significance. |
| | Sub-CPMK22 | students will be able to Propose well-researched solutions based on critical analysis. |
| | Sub-CPMK23 | students will be able to Identify a contemporary issue affecting at least two Asian countries and articulate its significance. |
| | Sub-CPMK24 | students will be able to Propose well-researched solutions based on critical analysis. |
| Deskripsi Singkat MK | This course provides a comprehensive overview of the diverse cultures, histories, and societies of Asia. Through interdisciplinary approaches, students will explore key themes such as colonialism, globalization, religion, art, and contemporary issues affecting Asian countries. The course encourages critical thinking about the complexities and interconnections within Asia, fostering an appreciation for its rich tapestry of traditions and innovations. | |
| Pustaka | Utama : | |

1. Wong, K. (2018). Asian Studies: A Global Perspective. Routledge.
2. Tan, C. (2020). Understanding Asia: A Cultural and Historical Perspective. Oxford University Press.
3. Raghavan, V. (2022). Contemporary Issues in Asia: Analyzing Globalization and its Impact. Sage Publications.
4. O'Hanlon, R. (2021). The Making of Modern Asia. Harvard University Press

Pendukung :

1. journal
2. Mendeley References Manager

Dosen Pengampu

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | students will be able to Accurately map key geographical features of Asia. | 1.Quiz<br>2.Class participation | **Kriteria:**<br>Class participation in discussions (level of engagement, contributions to the topic).<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Geographic and Cultural Awareness<br>**Pustaka:** *Tan, C. (2020). Understanding Asia: A Cultural and Historical Perspective. Oxford University Press.* | 5% |
| 2 | students will be able to Accurately map key geographical features of Asia. | 1.Quiz<br>2.Class participation | **Kriteria:**<br>Class participation in discussions (level of engagement, contributions to the topic).<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Geographic and Cultural Awareness<br>**Pustaka:** *Tan, C. (2020). Understanding Asia: A Cultural and Historical Perspective. Oxford University Press.* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **3** | students will be able to Identify and explain significant cultural practices in at least three Asian regions | 1.Quiz<br>2.Class participation | **Kriteria:**<br>Completion of a geographical quiz (accuracy of answers, understanding of key terms).<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Geographic and Cultural Awareness<br>**Pustaka:** *Tan, C. (2020). Understanding Asia: A Cultural and Historical Perspective. Oxford University Press.* | 5% |
| **4** | students will be able to Identify and explain significant cultural practices in at least three Asian regions | 1.Quiz<br>2.Class participation | **Kriteria:**<br>Completion of a geographical quiz (accuracy of answers, understanding of key terms).<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Geographic and Cultural Awareness<br>**Pustaka:** *Tan, C. (2020). Understanding Asia: A Cultural and Historical Perspective. Oxford University Press.* | 5% |
| **5** | 1.students will be able to Summarize at least five major historical events in Asian countries.<br>2.students will be able to Discuss the implications of these events on contemporary society | 1.Exam<br>2.Written assignment | **Kriteria:**<br>Midterm exam covering historical themes (accuracy, depth of analysis).<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Historical Analysis<br>**Pustaka:** *Wong, K. (2018). Asian Studies: A Global Perspective. Routledge.* | 5% |
| **6** | 1.students will be able to Summarize at least five major historical events in Asian countries.<br>2.students will be able to Discuss the implications of these events on contemporary society | 1.Exam<br>2.Written assignment | **Kriteria:**<br>Midterm exam covering historical themes (accuracy, depth of analysis).<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Historical Analysis<br>**Pustaka:** *Wong, K. (2018). Asian Studies: A Global Perspective. Routledge.* | 5% |
| **7** | students will be able to Discuss the implications of these events on contemporary society | 1.Exam<br>2.Written assignment | **Kriteria:**<br>Written assignment analyzing a significant historical event (clarity of writing, analytical depth)<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Historical Analysis<br>**Pustaka:** *Wong, K. (2018). Asian Studies: A Global Perspective. Routledge.* | 5% |
| **8** | students will be able to Discuss the implications of these events on contemporary society | 1.Exam<br>2.Written assignment | **Kriteria:**<br>Written assignment analyzing a significant historical event (clarity of writing, analytical depth)<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Historical Analysis<br>**Pustaka:** *Wong, K. (2018). Asian Studies: A Global Perspective. Routledge.* | 5% |
| **9** | 1.students will be able to Compare and contrast at least two religions or philosophies prevalent in Asia.<br>2.students will be able to Analyze how specific art forms reflect cultural values in selected regions. | 1.Group presentation<br>2.Reflective essay | **Kriteria:**<br>1.Group presentation on a selected cultural practice (organization, clarity, audience engagement, depth of analysis).<br>2.Individual reflective essay on the influence of culture in Asia (clarity of argument, depth of insight)<br><br>**Bentuk Penilaian** :<br>Tes | offline | | **Materi:** Cultural Practices and Influences<br>**Pustaka:** *Raghavan, V. (2022). Contemporary Issues in Asia: Analyzing Globalization and its Impact. Sage Publications.* | 5% |
| **10** | 1.students will be able to Compare and contrast at least two religions or philosophies prevalent in Asia.<br>2.students will be able to Analyze how specific art forms reflect cultural values in selected regions. | 1.Group presentation<br>2.Reflective essay | **Kriteria:**<br>1.Group presentation on a selected cultural practice (organization, clarity, audience engagement, depth of analysis).<br>2.Individual reflective essay on the influence of culture in Asia (clarity of argument, depth of insight)<br><br>**Bentuk Penilaian** :<br>Tes | offline | | **Materi:** Cultural Practices and Influences<br>**Pustaka:** *Raghavan, V. (2022). Contemporary Issues in Asia: Analyzing Globalization and its Impact. Sage Publications.* | 5% |
| **11** | 1.students will be able to Compare and contrast at least two religions or philosophies prevalent in Asia.<br>2.students will be able to Analyze how specific art forms reflect cultural values in selected regions. | 1.Group presentation<br>2.Reflective essay | **Kriteria:**<br>1.Group presentation on a selected cultural practice (organization, clarity, audience engagement, depth of analysis).<br>2.Individual reflective essay on the influence of culture in Asia (clarity of argument, depth of insight)<br><br>**Bentuk Penilaian** :<br>Tes | offline | | **Materi:** Cultural Practices and Influences<br>**Pustaka:** *Raghavan, V. (2022). Contemporary Issues in Asia: Analyzing Globalization and its Impact. Sage Publications.* | 5% |
| **12** | 1.students will be able to Compare and contrast at least two religions or philosophies prevalent in Asia.<br>2.students will be able to Analyze how specific art forms reflect cultural values in selected regions. | 1.Group presentation<br>2.Reflective essay | **Kriteria:**<br>1.Group presentation on a selected cultural practice (organization, clarity, audience engagement, depth of analysis).<br>2.Individual reflective essay on the influence of culture in Asia (clarity of argument, depth of insight)<br><br>**Bentuk Penilaian** :<br>Tes | offline | | **Materi:** Cultural Practices and Influences<br>**Pustaka:** *Raghavan, V. (2022). Contemporary Issues in Asia: Analyzing Globalization and its Impact. Sage Publications.* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **13** | 1.students will be able to Identify a contemporary issue affecting at least two Asian countries and articulate its significance.<br>2.students will be able to Propose well-researched solutions based on critical analysis. | 1.Research paper<br>2.Debate participation | **Kriteria:**<br>1.Research paper on a contemporary issue (thoroughness of research, quality of arguments, clarity of writing).<br>2.Participation in a class debate regarding potential solutions (persuasiveness, ability to respond to counterarguments, engagement with peers).<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:**<br>Contemporary Issues Evaluation<br>**Pustaka:** *O'Hanlon, R. (2021). The Making of Modern Asia. Harvard University Press* | 5% |
| **14** | 1.students will be able to Identify a contemporary issue affecting at least two Asian countries and articulate its significance.<br>2.students will be able to Propose well-researched solutions based on critical analysis. | 1.Research paper<br>2.Debate participation | **Kriteria:**<br>1.Research paper on a contemporary issue (thoroughness of research, quality of arguments, clarity of writing).<br>2.Participation in a class debate regarding potential solutions (persuasiveness, ability to respond to counterarguments, engagement with peers).<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:**<br>Contemporary Issues Evaluation<br>**Pustaka:** *O'Hanlon, R. (2021). The Making of Modern Asia. Harvard University Press* | 5% |
| **15** | 1.students will be able to Identify a contemporary issue affecting at least two Asian countries and articulate its significance.<br>2.students will be able to Propose well-researched solutions based on critical analysis. | 1.Research paper<br>2.Debate participation | **Kriteria:**<br>1.Research paper on a contemporary issue (thoroughness of research, quality of arguments, clarity of writing).<br>2.Participation in a class debate regarding potential solutions (persuasiveness, ability to respond to counterarguments, engagement with peers).<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:**<br>Contemporary Issues Evaluation<br>**Pustaka:** *O'Hanlon, R. (2021). The Making of Modern Asia. Harvard University Press* | 5% |
| **16** | | | **Bentuk Penilaian** :<br>Tes | | | | 25% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Tes | 100% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Literary Translation | 7920202136 | | T=2 | P=0 | ECTS=3.18 | 5 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Dr. Widyastuti, S.S., M.Pd. ; Uci Elly Kholidah, S.S., M.A. ; Silvy Cinthia Adelia, S.S., M.A. | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

**Model Pembelajaran:** Project Based Learning

**Capaian Pembelajaran (CP)**

**CPL-PRODI yang dibebankan pada MK**

| | |
|---|---|
| **1. Sikap** | |
| CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| **2. Keterampilan Umum** | |
| **3. Keterampilan Khusus** | |
| CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| **4. Pengetahuan** | |
| CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| CPL 4.B | Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication |
| CPL 4.C | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| 1. Being able to apply an English communication capability that involves at least two different cultural contexts. | |
| **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| Sub-CPMK1 | Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. |
| Sub-CPMK2 | Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. |
| Sub-CPMK3 | Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. |
| Sub-CPMK4 | Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. |
| Sub-CPMK5 | Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. |
| Sub-CPMK6 | Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. |
| Sub-CPMK7 | Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. |
| Sub-CPMK8 | Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. |
| Sub-CPMK9 | Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. |
| Sub-CPMK10 | Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. |
| Sub-CPMK11 | Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. |
| Sub-CPMK12 | Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. |
| Sub-CPMK13 | Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. |
| Sub-CPMK14 | Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. |
| Sub-CPMK15 | Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. |
| Sub-CPMK16 | Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. |
| Sub-CPMK17 | Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. |
| Sub-CPMK18 | Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. |
| Sub-CPMK19 | Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. |
| Sub-CPMK20 | Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. |
| Sub-CPMK21 | Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. |
| Sub-CPMK22 | Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. |
| Sub-CPMK23 | Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. |
| Sub-CPMK24 | Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. |
| Sub-CPMK25 | material from week 1 to 8 |
| Sub-CPMK26 | Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. |
| Sub-CPMK27 | Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. |
| Sub-CPMK28 | Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. |
| Sub-CPMK29 | Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. |
| Sub-CPMK30 | Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. |
| Sub-CPMK31 | Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. |
| Sub-CPMK32 | Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. |
| Sub-CPMK33 | Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. |
| Sub-CPMK34 | Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. |
| Sub-CPMK35 | Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. |
| Sub-CPMK36 | Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. |
| Sub-CPMK37 | Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. |
| Sub-CPMK38 | Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. |
| Sub-CPMK39 | Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. |
| Sub-CPMK40 | Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. |
| Sub-CPMK41 | Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach. |
| Sub-CPMK42 | Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context. |
| Sub-CPMK43 | Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. |
| Sub-CPMK44 | material from week 10 to 15 |

**Deskripsi Singkat MK:** This course introduces the students to strategies of translating literary genres such as short stories, poems, haiku, and drama worth translated. it involves the structural analysis and deeper interpretation of the texts in order to produce a translated text with aesthetics. It also discusses other people translation. in the end of the course, students are expected to have a translated product of their own. This course will be conducted through discussion and presentation.

**Pustaka**

**Utama :**


1. Barnett, Sylvan, William Burto, William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson, Longman.
2. Singh, Varsha. The Problems in Translating Poetry: Some Structural, Textual, and Cultural Issue.
3. Millan, Carmen, Batrina, Framcesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge.


**Pendukung :**

| Dosen Pengampu | Dr. Widyastuti, S.S., M.Pd.<br>Silvy Cinthia Adelia, S.S., M.A.<br>Uci Elly Kholidah, S.S., M.A. |
|---|---|

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.<br>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion<br>100 menit | Discussion<br>100 menit | **Materi:** The techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>**Pustaka:** *Barnett, Sylvan, William Burto, William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson, Longman.* | 2% |
| 2 | 1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.<br>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion<br>100 menit | Discussion<br>100 menit | **Materi:** The techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>**Pustaka:** *Barnett, Sylvan, William Burto, William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson, Longman.* | 2% |
| 3 | 1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.<br>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion<br>100 menit | Discussion<br>100 menit | **Materi:** The techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>**Pustaka:** *Barnett, Sylvan, William Burto, William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson, Longman.* | 2% |

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| **4** | 1. Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>2. Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.<br>3. Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion<br>100 menit | Discussion<br>100 menit | **Materi:** The techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>**Pustaka:** *Barnett, Sylvan, William Burto, William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson, Longman.* | 2% |
| **5** | 1. Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>2. Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.<br>3. Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Discussion<br>100 menit | Discussion<br>100 menit | **Materi:** Knowing proficiency in translating literary texts<br>**Pustaka:** *Singh, Varsha. The Problems in Translating Poetry: Some Structural, Textual, and Cultural Issue.* | 3% |
| **6** | 1. Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>2. Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.<br>3. Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Discussion<br>100 menit | Discussion<br>100 menit | **Materi:** Knowing proficiency in translating literary texts<br>**Pustaka:** *Singh, Varsha. The Problems in Translating Poetry: Some Structural, Textual, and Cultural Issue.* | 3% |

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| **7** | 1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.<br>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Discussion<br>100 menit | Discussion<br>100 menit | **Materi:** Knowing proficiency in translating literary texts<br>**Pustaka:** *Singh, Varsha. The Problems in Translating Poetry: Some Structural, Textual, and Cultural Issue.* | 3% |
| **8** | 1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.<br>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Discussion<br>100 menit | Discussion<br>100 menit | **Materi:** Knowing proficiency in translating literary texts<br>**Pustaka:** *Singh, Varsha. The Problems in Translating Poetry: Some Structural, Textual, and Cultural Issue.* | 3% |
| **9** | material from week 1 to 8 | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | written product | | **Materi:**<br>Understanding literary translation techniques<br>**Pustaka:** *Barnett, Sylvan, William Burto, William E. Cain. 2008. An Introduction to Literature: Fiction, Poetry, and Drama. New York: Pearson, Longman.* | 20% |
| **10** | 1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.<br>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion and practice | | **Materi:**<br>Understanding the cultural, historical, and societal contexts of the source and target languages<br>**Pustaka:** *Millan, Carmen, Batrina, Framcesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge.* | 5% |

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| **11** | 1. Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>2. Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.<br>3. Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion and practice | | **Materi:**<br>Understanding the cultural, historical, and societal contexts of the source and target languages<br>**Pustaka:** *Millan, Carmen, Batrina, Framcesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge.* | 5% |
| **12** | 1. Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>2. Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.<br>3. Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion and practice | | **Materi:**<br>Understanding the cultural, historical, and societal contexts of the source and target languages<br>**Pustaka:** *Millan, Carmen, Batrina, Framcesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge.* | 5% |
| **13** | 1. Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>2. Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.<br>3. Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion and practice | | **Materi:**<br>Understanding the cultural, historical, and societal contexts of the source and target languages<br>**Pustaka:** *Millan, Carmen, Batrina, Framcesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge.* | 5% |

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| **14** | 1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.<br>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion and practice | | **Materi:**<br>Understanding the cultural, historical, and societal contexts of the source and target languages<br>**Pustaka:** *Millan, Carmen, Batrina, Framcesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge.* | 5% |
| **15** | 1.Understand the techniques of literal translation, free translation, and dynamic equivalence, and know when to apply each approach.<br>2.Develop proficiency in translating literary texts from one language to another, considering nuances in vocabulary, grammar, and cultural context.<br>3.Demonstrate an understanding of the cultural, historical, and societal contexts of the source and target languages, and the ability to convey these nuances in translations. | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion and practice | | **Materi:**<br>Understanding the cultural, historical, and societal contexts of the source and target languages<br>**Pustaka:** *Millan, Carmen, Batrina, Framcesca. 2013. The Routledge Handbook of Translation Studies. London: Routledge.* | 5% |
| **16** | material from week 10 to 15 | Based on the right answers | **Kriteria:**<br>Based on the right answers<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | written product | | **Materi:** Translating literary and considering some cultural issues<br>**Pustaka:** *Singh, Varsha. The Problems in Translating Poetry: Some Structural, Textual, and Cultural Issue.* | 30% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 38% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 50% |
| 3. | Praktik / Unjuk Kerja | 12% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Popular Culture Studies | 7920202156 | Mata Kuliah Pilihan Program Studi | T=2 | P=0 | ECTS=3.18 | 5 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Drs. Much. Khoiri, M.Si | Drs. Much. Khoiri, M.Si | Dr. Ali Mustofa, S.S., M.Pd. |

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|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Students will be able to explain and critically analyze major theories and concepts related to popular culture, including cultural studies, semiotics, media theory, and audience studies. | |
| | 2. Students will develop skills to analyze various forms of popular culture texts (e.g., film, television, music, social media, fashion, and literature) using appropriate theoretical frameworks and methodologies. | |
| | 3. Students will demonstrate an understanding of the historical and social contexts in which popular culture texts are produced and consumed, recognizing the influences of class, race, gender, sexuality, and politics. | |
| | 4. Students will enhance their critical thinking and argumentation skills by engaging in debates and discussions about the impact of popular culture on society and individual identities. | |
| | 5. Students will conduct independent research on a topic related to popular culture, utilizing both primary and secondary sources, and present their findings in a clear, organized, and scholarly manner. | |
| | 6. Students will analyze the role of popular culture in the construction and negotiation of individual and collective identities, considering concepts such as fandom, subcultures, and globalization. | |
| | 7. Students will critically evaluate popular culture from ethical and inclusive perspectives, considering issues of representation, diversity, and social justice. | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Identify and describe key theoretical frameworks in popular culture studies, such as cultural studies, semiotics, and media theory. |
| | Sub-CPMK2 | Compare and contrast the major theorists and their contributions to the study of popular culture. |
| | Sub-CPMK3 | Apply theoretical concepts to analyze specific popular culture texts and phenomena. |
| | Sub-CPMK4 | Students understand the concept and theory of Popular Signs and the issues in American Culture |
| | Sub-CPMK5 | Students understand what to do to write a reseach paper about Popular Culture |
| | Sub-CPMK6 | Students understand what to do to write a reseach paper about Popular Culture |
| | Sub-CPMK7 | Students understand how to conduct a reseach about Popular Culture and how to cite sources |
| | Sub-CPMK8 | Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation |
| | Sub-CPMK9 | Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation |
| | Sub-CPMK10 | |
| | Sub-CPMK11 | Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation |
| | Sub-CPMK12 | Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation |
| | Sub-CPMK13 | Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation |
| | Sub-CPMK14 | - Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation |
| | Sub-CPMK15 | - Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation |
| | Sub-CPMK16 | - Students are able to analyze the issues of Popular Culture in Indonesia |
| | Sub-CPMK17 | - Students are able to make themselves believe that they understand what they learn in Popular Culture Studies and be ready to apply into conducting and writing research paper |
| | Sub-CPMK18 | |
| **Deskripsi Singkat MK** | This course aims to develop students' critical thinking on the dynamic interplay between popular culture and society. It analyses how cultural trends, media, space and identity forms of entertainment shape and are shaped by social values, identities, and power structures, with a focus on SDG 10 (Gender Equality) and SDG 16 (Peace, Justice, and Strong Institutions). The course explores diverse popular culture texts, including film, television, music, and social media, engaging with critical perspectives on representation, ideology, consumerism, postcolonial studies, and gender studies. Teaching methods include lectures, group discussions, and peer reviews. Formative assessments will consist of group-based presentations and individual reflective journals. The summative assessment will involve a group-based project, creating a podcast series related to a popular culture phenomenon. By the end of the course, students will be able to examine how popular culture can contribute to or challenge social inequalities and critically evaluate the role of media in shaping how media representations influence public perceptions and societal norms. They will also reflect on their own engagement with popular culture and how it shapes their identity, beliefs, and values. | |
| **Pustaka** | **Utama :** | |
| | 1. Massik, Sonia & Solomon, Jack., 2012. Signs of Life in the U.S.A; Readings of Popular Culture for Writers. New York: Bedford/St. Martin'.<br>2. Adlin, Alfathri, ed. 2006. Resistensi Gaya Hidup: Teori dan Realitas. Yogyakarta: Jalasutra<br>3. Storey, J. (2015). Cultural theory and popular culture: An introduction (7th ed.). Routledge<br>4. Strinati, Dominic. 2014. An introduction to studying popular culture. Routledge: London | |
| | **Pendukung :** | |
| | 1. Journals & Handouts | |
| **Dosen Pengampu** | Dr. Much. Koiri, M.Si.<br>Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | 1.Identify and describe key theoretical frameworks in popular culture studies, such as cultural studies, semiotics, and media theory.<br>2.Compare and contrast the major theorists and their contributions to the study of popular culture.<br>3.Apply theoretical concepts to analyze specific popular culture texts and phenomena. | 1.Abe to identify and describe key theoretical frameworks in popular culture studies, such as cultural studies, semiotics, and media theory.<br>2.Able to compare and contrast the major theorists and their contributions to the study of popular culture.<br>3.Able to apply theoretical concepts to analyze specific popular culture texts and phenomena. | **Kriteria:**<br>1.Participation and Activity<br>2.Creativity and Originality<br>3.Written reflection<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Introduction to Popular Culture Studies: What is Popular Culture and its significance?<br>**Pustaka:** *Storey, J. (2015). Cultural theory and popular culture: An introduction (7th ed.). Routledge* | 3% |
| **2** | Students understand the concept and theory of Popular Signs and the issues in American Culture | Answer all oral questions in class discussion on Cultural studies & Marxist approaches | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Theoretical Approaches to Popular Culture Studies: Cultural studies & Marxist approaches<br>**Pustaka:** *Storey, J. (2015). Cultural theory and popular culture: An introduction (7th ed.). Routledge* | 3% |
| **3** | Students understand what to do to write a reseach paper about Popular Culture | Answer all oral & written questions in class discussion on Feminist approaches & Postmodernism | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Theoretical Approaches to Popular Culture Studies: Feminist approaches & Postmodernism<br>**Pustaka:** *Storey, J. (2015). Cultural theory and popular culture: An introduction (7th ed.). Routledge* | 3% |
| **4** | Students understand what to do to write a reseach paper about Popular Culture | Answer all oral & written questions in class discussion Prepare presentation | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Music and Popular Culture (1)<br>**Pustaka:** *Massik, Sonia & Solomon, Jack., 2012. Signs of Life in the U.S.A; Readings of Popular Culture for Writers. New York: Bedford/St. Martin'.*<br><br>**Materi:** Music and Popular Culture (1)<br>**Pustaka:** *Adlin, Alfathri, ed. 2006. Resistensi Gaya Hidup: Teori dan Realitas. Yogyakarta: Jalasutra* | 3% |
| **5** | Students understand how to conduct a reseach about Popular Culture and how to cite sources | Group presentation. Acceptance to feedback. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Music and Popular Culture (2)<br>**Pustaka:** *Massik, Sonia & Solomon, Jack., 2012. Signs of Life in the U.S.A; Readings of Popular Culture for Writers. New York: Bedford/St. Martin'.*<br><br>**Materi:** Music and Popular Culture (2)<br>**Pustaka:** *Adlin, Alfathri, ed. 2006. Resistensi Gaya Hidup: Teori dan Realitas. Yogyakarta: Jalasutra* | 3% |
| **6** | Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation | Answer all oral & written questions in class discussion Prepare presentation | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Film and Popular Culture (1)<br>**Pustaka:** *Massik, Sonia & Solomon, Jack., 2012. Signs of Life in the U.S.A; Readings of Popular Culture for Writers. New York: Bedford/St. Martin'.*<br><br>**Materi:** Film and Popular Culture (1)<br>**Pustaka:** *Storey, J. (2015). Cultural theory and popular culture: An introduction (7th ed.). Routledge* | 3% |

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| **7** | Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation | Group presentation. Acceptance to feedback. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Film and Popular Culture (2)<br>**Pustaka:** *Massik, Sonia & Solomon, Jack., 2012. Signs of Life in the U.S.A; Readings of Popular Culture for Writers. New York: Bedford/St. Martin'.*<br><br>**Materi:** Film and Popular Culture (2)<br>**Pustaka:** *Adlin, Alfathri, ed. 2006. Resistensi Gaya Hidup: Teori dan Realitas. Yogyakarta: Jalasutra* | 3% |
| **8** | | Answer all oral & written questions in class discussion Prepare presentation | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Tes | Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Television and Popular Culture (1)<br>**Pustaka:** *Massik, Sonia & Solomon, Jack., 2012. Signs of Life in the U.S.A; Readings of Popular Culture for Writers. New York: Bedford/St. Martin'.*<br><br>**Materi:** Television and Popular Culture (1)<br>**Pustaka:** *Storey, J. (2015). Cultural theory and popular culture: An introduction (7th ed.). Routledge* | 20% |
| **9** | Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation | Group presentation. Acceptance to feedback. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Television and Popular Culture (2)<br>**Pustaka:** *Massik, Sonia & Solomon, Jack., 2012. Signs of Life in the U.S.A; Readings of Popular Culture for Writers. New York: Bedford/St. Martin'.*<br><br>**Materi:** Television and Popular Culture (2)<br>**Pustaka:** *Storey, J. (2015). Cultural theory and popular culture: An introduction (7th ed.). Routledge* | 4% |
| **10** | Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation | Answer all the given written questions in mid term exam | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Tes | Offline: The strategy used in the mid-term exam is individual's analytical essay on issues covered in the first half of the semester<br>2 X 50 | | **Materi:** Midterm Exam Questions on analysis and analytical essay<br>**Pustaka:** *Storey, J. (2015). Cultural theory and popular culture: An introduction (7th ed.). Routledge*<br><br>**Materi:** Midterm Exam Questions on analysis and analytical essay<br>**Pustaka:** *Massik, Sonia & Solomon, Jack., 2012. Signs of Life in the U.S.A; Readings of Popular Culture for Writers. New York: Bedford/St. Martin'.* | 5% |
| **11** | Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation | Answer all oral & written questions in class discussion Prepare presentation | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Social Media and Popular Culture (1)<br>**Pustaka:** *Adlin, Alfathri, ed. 2006. Resistensi Gaya Hidup: Teori dan Realitas. Yogyakarta: Jalasutra*<br><br>**Materi:** Social Media and Popular Culture (1)<br>**Pustaka:** *Massik, Sonia & Solomon, Jack., 2012. Signs of Life in the U.S.A; Readings of Popular Culture for Writers. New York: Bedford/St. Martin'.* | 3% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **12** | - Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation | Group presentation. Acceptance to feedback. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Social Media and Popular Culture (2)<br>**Pustaka:** *Adlin, Alfathri, ed. 2006. Resistensi Gaya Hidup: Teori dan Realitas. Yogyakarta: Jalasutra*<br><br>**Materi:** Social Media and Popular Culture (2)<br>**Pustaka:** *Massik, Sonia & Solomon, Jack., 2012. Signs of Life in the U.S.A; Readings of Popular Culture for Writers. New York: Bedford/St. Martin'.* | 4% |
| **13** | - Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation | Answer all oral & written questions in class discussion<br>Prepare presentation | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Popular Culture in Indonesia (1)<br>**Pustaka:** *Heryanto, Ariel (Ed)., 2008. Popular Culture in Indonesia . New York: Routledge Taylor and Francis Group* | 3% |
| **14** | - Students are able to analyze the issues of Popular Culture in Indonesia | Group presentation. Acceptance to feedback. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Popular Culture in Indonesia (2)<br>**Pustaka:** *Heryanto, Ariel (Ed)., 2008. Popular Culture in Indonesia . New York: Routledge Taylor and Francis Group* | 4% |
| **15** | - Students are able to make themselves believe that they understand what they learn in Popular Culture Studies and be ready to apply into conducting and writing research paper | Answer questions on reflection. Acceptance to feedback. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | Offline: The strategies used in the session are: problem-based, sharing discussion<br>2 X 50 | | **Materi:** Reflection<br>**Pustaka:** *Massik, Sonia & Solomon, Jack., 2012. Signs of Life in the U.S.A; Readings of Popular Culture for Writers. New York: Bedford/St. Martin'.*<br><br>**Materi:** Reflection<br>**Pustaka:** *Heryanto, Ariel (Ed)., 2008. Popular Culture in Indonesia . New York: Routledge Taylor and Francis Group* | 5% |
| **16** | | Answer all the given written questions in final term exam | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Tes | Offline: The strategies used in the session are: individual analysis and analytical essay on some issues covered in the second half of the semester<br>2 X 50 | | **Materi:** Final exam Questions on analysis and analytical essay<br>**Pustaka:** *Adlin, Alfathri, ed. 2006. Resistensi Gaya Hidup: Teori dan Realitas. Yogyakarta: Jalasutra*<br><br>**Materi:** Final exam Questions on analysis and analytical essay<br>**Pustaka:** *Massik, Sonia & Solomon, Jack., 2012. Signs of Life in the U.S.A; Readings of Popular Culture for Writers. New York: Bedford/St. Martin'.*<br><br>**Materi:** Final exam Questions on analysis and analytical essay<br>**Pustaka:** *Massik, Sonia & Solomon, Jack., 2012. Signs of Life in the U.S.A; Readings of Popular Culture for Writers. New York: Bedford/St. Martin'.*<br><br>**Materi:** Final exam Questions on analysis and analytical essay<br>**Pustaka:** *Storey, J. (2015). Cultural theory and popular culture: An introduction (7th ed.). Routledge* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|

| | | |
|---|---|---|
| 1. | Aktifitas Partisipasif | 24.17% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 46.17% |
| 3. | Penilaian Portofolio | 5.33% |
| 4. | Tes | 23.34% |
| | | 99.01% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Psycholinguistics | 7920202171 | Mata Kuliah Pilihan Program Studi | T=2 | P=0 | ECTS=3.18 | 5 | 14 Mei 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Adam Damanhuri, S.S., M.Hum. | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. being able to understand escribe the interdisciplinary nature of psycholinguistics and its relation to linguistics, psychology, and cognitive science | |
| | CPMK 1.A | Understand the fundamental concepts and goals of psycholinguistics |
| | CPMK 1.B | Describe the interdisciplinary nature of psycholinguistics and its relation to linguistics, psychology, and cognitive science |
| | 2. being able to analyze the cognitive processes involved in language comprehension | |
| | CPMK 2.A | Discuss the role of syntax, semantics, and pragmatics in language understanding |
| | CPMK 2.B | Compare and contrast speech production and writing processes |
| | CPMK 2.C | Analyze the advantages and challenges of being bilingual or multilingual |
| | 3. being able to examine theories of language development in children | |
| | CPMK 3.A | Evaluate the role of nature (innate abilities) and nurture (environment) in language acquisition |
| | CPMK 3.B | Identify common language disorders (e.g., aphasia, dyslexia) and their causes |
| | CPMK 3.C | Discuss assessment and intervention strategies for individuals with language disorders |
| | 4. being able to evaluate recent research findings and advancements in psycholinguistics | |
| | CPMK 4.A | Apply psycholinguistic principles to real-world scenarios, such as language teaching, machine translation, and speech recognition |
| | CPMK 4.B | Develop critical thinking and analytical skills through the evaluation of psycholinguistic research |
| | CPMK 4.C | Enhance written and oral communication skills through class discussions, presentations, and assignments |
| | CPMK 4.D | Gain a deeper appreciation for the complexity of human language and its cognitive underpinnings |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | to understand the basic concept of psycholinguistics |
| | Sub-CPMK2 | To understand basic Linguistics: How to describe language use and language knowledge |
| | Sub-CPMK3 | The understand about brain and language |
| | Sub-CPMK4 | To understand normal speech errors and how they happen from idea to word |
| | Sub-CPMK5 | To understand normal speech errors and how they happen, saying words and sounds in the right order |
| | Sub-CPMK6 | To understand Normal language production and comprehension, as an experimental method in psycholinguistics and neurolinguistics |
| | Sub-CPMK7 | To Understand aphasic speech and communication, the psycholinguistics of adult acquired language disorder |
| | Sub-CPMK8 | To Evaluate previous psycholinguistics topics in written tests, and develop them through the case on the field. |
| | Sub-CPMK9 | Evaluate the role of nature (innate abilities) and nurture (environment) in language acquisition |
| | Sub-CPMK10 | Identify common language disorders (e.g., aphasia, dyslexia) and their causes |
| | Sub-CPMK11 | Discuss assessment and intervention strategies for individuals with language disorders |
| | Sub-CPMK12 | Apply psycholinguistic principles to real-world scenarios, such as language teaching, machine translation, and speech recognition |
| | Sub-CPMK13 | Develop critical thinking and analytical skills through the evaluation of psycholinguistic research |
| | Sub-CPMK14 | Enhance written and oral communication skills through class discussions, presentations, and assignments |
| | Sub-CPMK15 | Gain a deeper appreciation for the complexity of human language and its cognitive underpinnings |
| | Sub-CPMK16 | To Evaluate previous psycholinguistics topics in written tests, and develop them through the case on the field. |
| **Deskripsi Singkat MK** | This course provides an introduction to Psycholinguistics. Psycholinguistics is the field that studies the information processing mechanisms that govern the use of language in comprehension and production, acquisition, and representation. This course also presents historical knowledge of psycholinguistics, biological functions of language, language and cognition, language perception, production and development, which includes first-language acquisition, and second-language learning. Purposes of this course are, 1). to understand current theories of human language use, 2). to understand many of the current methodologies used to study language, and 3). to understand how language processing relates to other fields of psychology. | |
| **Pustaka** | **Utama :** | |
| | 1. Warren, Paul. 2013. Introducing Psycholinguistics. Cambridge University Press.<br>2. Menn, Lise. 2017. Psycholinguistics, Introduction and Applications. Plural Publishing.<br>3. Traxler, Matthew J and Morton Ann Gernsbacher. 2006. Handbook of Psycholinguistics. University of Wisconsin, Madison, USA.<br>4. Aitchison, Jean. 2011. An Introduction to Psycholinguistics, The Articulate Mammal. Routledge, London and New York. | |
| | **Pendukung :** | |
| | | |
| **Dosen Pengampu** | Prof. Slamet Setiawan, M.A., Ph.D.<br>Adam Damanhuri, S.S., M.Hum. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | to understand the basic concept of psycholinguistics | 1.The students are ableto explain the definition and areas of psycholinguistics<br>2.to distinguish between psycholinguistics and other linguistics fields<br>3.to map how do psycholinguists do psycholinguistics | **Kriteria:**<br>to summarize the description, rule, and output of the course<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Discussion and Q-A<br>2 X 50 | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** | 3% |

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|---|---|---|---|---|---|---|---|
| **2** | To understand basic Linguistics: How to describe language use and language knowledge | 1.The students are able to:to explain the terminology of strategy for learning language about language,<br>2.to divide and conquer levels of spoken language,<br>3.to map meaningful units of languages | **Kriteria:**<br>Score is based on the number of discussion comprehension and the correct answers of Q & A<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion and Q&A<br>2 X 50 | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** | 4% |
| **3** | The understand about brain and language | 1.To explain a quick history about brain,<br>2.To explain the information process in the human brain,<br>3.To explain about brains structural and functional connectivity for language,<br>4.To explain about Top-down and bottom-up processing of language network in human | **Kriteria:**<br>Score is based on the number of discussion comprehension and the correct answers of Q & A<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion and Q&A<br>2 X 50 | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** | 4% |
| **4** | To understand normal speech errors and how they happen from idea to word | 1.To distinguish between normal and abnormal,<br>2.To explain the basic processes of language production,<br>3.To explain what to put into words and what to focus on the message level,<br>4.To explain the functional level in language production | **Kriteria:**<br>Score is based on the number of discussion comprehension and the correct answers of Q & A<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion and Q&A of case study<br>2 X 50 | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** | 4% |
| **5** | To understand normal speech errors and how they happen, saying words and sounds in the right order | 1.To explain high-speed grammar,<br>2.To map words into the right (and wrong) order of speech,<br>3.To distinguish between errors in word-making and word sounds,<br>4.To explain about multiple-source errors versus self-monitoring<br>5.To explain sentence production, from ideas to articulation | **Kriteria:**<br>Score is based on the number of discussion comprehension and the correct answers of Q & A<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion of case and Q&A<br>2 X 50 | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** | 3% |
| **6** | To understand Normal language production and comprehension, as an experimental method in psycholinguistics and neurolinguistics | 1.To explain why do people do them and how do people come up with ideas for them,<br>2.To analyze psycholinguistics experiment of ideas,<br>3.To analyze memory experiments,<br>4.To analyze language production experiments, and<br>5.To analyze language comprehension experiments | **Kriteria:**<br>Score is based on the number of discussion comprehension and the correct answers of Q & A<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion of case by video and Q&A<br>2 X 50 | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** | 3% |
| **7** | To Understand aphasic speech and communication, the psycholinguistics of adult acquired language disorder | 1.To explain why there is high cost for being slow and sounding weird,<br>2.To explain about aphasia,<br>3.To explain aphasic language production, | **Kriteria:**<br>Score is based on the number of discussion comprehension and the correct answers of Q & A<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion of the case by video and Q&A<br>2 X 50 | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** | 3% |
| **8** | To Evaluate previous psycholinguistics topics in written tests, and develop them through the case on the field. | Some correct framework of theory and critical thinking of object discussed | **Kriteria:**<br>The score is based on the number of the correct answers of Q & A<br><br>**Bentuk Penilaian** :<br>Tes | Written description for Midterm<br>2 X 50 | | **Materi:** Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2019). Communication between cultures (9th ed.). Cengage Learning.<br>**Pustaka:**<br><br>**Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** | 20% |
| **9** | Evaluate the role of nature (innate abilities) and nurture (environment) in language acquisition | to demonstrate the effectiveness of stimulus to the language acquisition of early age children | **Kriteria:**<br>able to explaining and giving example the effectiveness of stimulus to the language acquisition of early age children<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | presentation, discussion | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** | 3% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **10** | Identify common language disorders (e.g., aphasia, dyslexia) and their causes | to Identify common language disorders (e.g., aphasia, dyslexia) and their causes | **Kriteria:**<br>to identify, giving examples, explain common language disorders<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | presentation, discussion | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** *Menn, Lise. 2017. Psycholinguistics, Introduction and Applications. Plural Publishing.* | 4% |
| **11** | Discuss assessment and intervention strategies for individuals with language disorders | able to demonstrate children with developmental language disorders beyond English | **Kriteria:**<br>able to demonstrate children with developmental language disorders beyond English<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | presentation, discussion | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** *Traxler, Matthew J and Morton Ann Gernsbacher. 2006. Handbook of Psycholinguistics. University of Wisconsin, Madison, USA.* | 4% |
| **12** | Apply psycholinguistic principles to real-world scenarios, such as language teaching, machine translation, and speech recognition | able to evaluate applying psycholinguistic principles to real-world scenarios, such as language teaching, machine translation, and speech recognition | **Kriteria:**<br>able to demonstrate applying psycholinguistic principles to real-world scenarios, such as language teaching, machine translation, and speech recognition<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | presentation, discussion | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** *Aitchison, Jean. 2011. An Introduction to Psycholinguistics, The Articulate Mammal. Routledge, London and New York.* | 3% |
| **13** | Develop critical thinking and analytical skills through the evaluation of psycholinguistic research | able to explain the development of critical thinking and analytical skills through the evaluation of psycholinguistic research | **Kriteria:**<br>able to reflect the development of critical thinking and analytical skills through the evaluation of psycholinguistic research<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | presentation, discussion | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** *Warren, Paul. 2013. Introducing Psycholinguistics. Cambridge University Press.* | 4% |
| **14** | Enhance written and oral communication skills through class discussions, presentations, and assignments | to demonstrate how to enhance written and oral communication skills through class discussions, presentations, and assignments | **Kriteria:**<br>to demonstrate how to enhance written and oral communication skills through class discussions, presentations, and assignments<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | presentation, discussion | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** *Aitchison, Jean. 2011. An Introduction to Psycholinguistics, The Articulate Mammal. Routledge, London and New York.* | 4% |
| **15** | Gain a deeper appreciation for the complexity of human language and its cognitive underpinnings | to demonstrate the appreciation for the complexity of human language | **Kriteria:**<br>to demonstrate the appreciation for the complexity of human language<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | presentation, discussion | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** *Traxler, Matthew J and Morton Ann Gernsbacher. 2006. Handbook of Psycholinguistics. University of Wisconsin, Madison, USA.* | 4% |
| **16** | To Evaluate previous psycholinguistics topics in written tests, and develop them through the case on the field. | Some correct framework of theory and critical thinking of object discussed | **Kriteria:**<br>The score is based on the number of the correct answers of Q & A<br><br>**Bentuk Penilaian** :<br>Tes | written test of final exam | | **Materi:** Aitchison, J. (2012). Words in the mind: An introduction to the mental lexicon. Wiley-Blackwell.<br>**Pustaka:** | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 48.5% |
| 2. | Penilaian Portofolio | 1.5% |
| 3. | Tes | 50% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.

8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Stylistics | 7920202211 | Mata Kuliah Wajib Kurikulum - Nasional | T=2 | P=0 | ECTS=3.18 | 5 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Project Based Learning** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | CPL 4.B | Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication |
| | CPL 4.C | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Students are able to understand the study of linguistic and literary style, including the analysis of language patterns, literary techniques, and their impact on meaning and interpretation. | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Gain a comprehensive understanding of key stylistic concepts and terminology, such as figurative language, tone, register, style markers, and rhetorical devices. |
| | Sub-CPMK2 | Students are able to explain the concept of stylisticsStudents are able to give example of level of language that cover stylistics |
| | Sub-CPMK3 | Students are able to explain the concept of stylistics |
| | Sub-CPMK4 | Students are able to give example of level of language that cover stylistics |
| | Sub-CPMK5 | Understand The Nature and Goals of Stylistics |
| | Sub-CPMK6 | Understand The Nature and Goals of Stylistics To define the types of Stylistics |
| | Sub-CPMK7 | Levels of Linguistic Analysis: To explain the Lexico-Semantic Level |
| | Sub-CPMK8 | Levels of Linguistic Analysis: To explain the Lexico-Semantic Level |
| | Sub-CPMK9 | MID-TERM TEST |
| | Sub-CPMK10 | Levels of Linguistic Analysis: to explain the Syntactic Level including Units of Grammar the Clause the Sentence |
| | Sub-CPMK11 | Levels of Linguistic Analysis: To explain The Syntactic Level including Units of Grammar The Clause The Sentence |
| | Sub-CPMK12 | A detailed look at poems |
| | Sub-CPMK13 | A detailed look at poems |
| | Sub-CPMK14 | A detailed look at prose fiction and non-literary texts |
| | Sub-CPMK15 | A detailed look at prose fiction and non-literary texts |
| | Sub-CPMK16 | A detailed look at prose drama texts |
| | Sub-CPMK17 | Final Test |
| **Deskripsi Singkat MK** | The course focuses on the relationship between style and stylistics. The study deals with the structure and function of language and explains how that language creates meaning and effect. The study works on the basis that by looking at what writers do, we can find out about language and by looking at language, we can find out about what writers are doing. Oral skills will be sharpened by participation in seminar discussions and by making a presentation to the seminar group. Research skills will be improved by preparing written, assessed essays. | |
| **Pustaka** | **Utama :** | |
| | 1. Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge<br>2. Burke, Michael (ED.) 2014. The Handbook of Stylistics . London and New York: Routledge<br>3. Norgaard, Nina et.al. 2010. Key Terms in Stylistics . London and New York: Continuum International Publishing Group.<br>4. Watson, Greg and Zyngier, Sonia (Eds.) 2007. Literature and Stylistics for Language Learners: Theory and Practice . New York: Palgrave Macmillan. | |
| | **Pendukung :** | |
| | | |
| **Dosen Pengampu** | Lisetyo Ariyanti, S.S., M.Pd.<br>Fithriyah Inda Nur Abida, S.S., M.Pd. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Gain a comprehensive understanding of key stylistic concepts and terminology, such as figurative language, tone, register, style markers, and rhetorical devices. | Assessing key stylistic concepts and terminology in writing typically involves evaluating how well a writer understands and applies these concepts in their work. | **Kriteria:**<br>Assessment criteria for key stylistic concepts and terminology can vary depending on the context and purpose of the assessment, but here are some common criteria that are often used to evaluate a person's understanding and application<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing<br>2 X 50 | | **Materi:**<br>Understanding of Stylistic Concepts<br>**Pustaka:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge* | 2% |
| 2 | Students are able to explain the concept of stylisticsStudents are able to give example of level of language that cover stylistics | 1.Students are able to explain the concept of stylistics<br>2.Students are able to give example of level of language that cover stylistics | **Kriteria:**<br>Based on students' result<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing Group Discussion<br>2 X 50 | | **Materi:** The concept of stylistics and example of level of language that cover stylistics<br>**Pustaka:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge* | 3% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **3** | 1.Students are able to explain the concept of stylistics<br>2.Students are able to give example of level of language that cover stylistics | 1.Students are able to explain the concept of stylistics<br>2.Students are able to give example of level of language that cover stylistics | **Kriteria:**<br>Based on BCO<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing Group discussion<br>2 X 50 | | **Materi:** The concept of stylistics<br>**Pustaka:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge* | 5% |
| **4** | Understand The Nature and Goals of Stylistics | 1.Students are able to define types of stylistics<br>2.Students are able to explain the Features of Linguistic Stylistics | **Kriteria:**<br>Based on the BCO<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing class discussion<br>2 X 50 | | **Materi:** The Nature and Goals of Stylistics<br>**Pustaka:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge* | 5% |
| **5** | Understand The Nature and Goals of Stylistics To define the types of Stylistics | 1.Students are able to define types of stylistics<br>2.Students are able to explain the Features of Linguistic Stylistics | **Kriteria:**<br>Based on BCO<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing class discussion<br>2 X 50 | | **Materi:** The types of Stylistics and the Features of Linguistic Stylistics<br>**Pustaka:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge* | 5% |
| **6** | Levels of Linguistic Analysis: To explain the Lexico-Semantic Level | Students are able to explain the Lexico-Semantic Level | **Kriteria:**<br>Based on students' result<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing Presentation<br>2 X 50 | | **Materi:** Levels of Linguistic Analysis<br>**Pustaka:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge* | 5% |
| **7** | Levels of Linguistic Analysis: To explain the Lexico-Semantic Level | Students are able to explain The Lexico-Semantic Level | **Kriteria:**<br>Based on students' result<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing Presentation<br>2 X 50 | | **Materi:** Levels of Linguistic Analysis<br>**Pustaka:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge* | 5% |
| **8** | MID-TERM TEST | Students are able to understand and apply various stylistic techniques and their ability to analyze and interpret literature from a stylistic perspective. | **Kriteria:**<br>Based on students' result<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students do the mid-term test<br>2 X 50 | | **Materi:** MID-TERM TEST<br>**Pustaka:** *Watson, Greg and Zyngier, Sonia (Eds.) 2007. Literature and Stylistics for Language Learners: Theory and Practice . New York: Palgrave Macmillan.* | 10% |
| **9** | Levels of Linguistic Analysis: to explain the Syntactic Level including Units of Grammar the Clause the Sentence | Students are able to explain the Syntactic Level including Units of Grammar the Clause the Sentence | **Kriteria:**<br>Based on the BCO<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Presentation, Discussion, and Question-Answer<br>2 X 50 | | **Materi:** Levels of Linguistic Analysis: the Syntactic Level including Units of Grammar the Clause the Sentence<br>**Pustaka:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge* | 5% |
| **10** | Levels of Linguistic Analysis: To explain The Syntactic Level including Units of Grammar The Clause The Sentence | Students are able to explain the Syntactic Level including Units of Grammar the Clause the Sentence | **Kriteria:**<br>Based on BCO<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Presentation, Discussion and Question-Answer<br>2 X 50 | | **Materi:** Levels of Linguistic Analysis: the Syntactic Level including Units of Grammar the Clause the Sentence<br>**Pustaka:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge* | 5% |
| **11** | A detailed look at poems | students should be able to recite, examine and study some poems in detail | **Kriteria:**<br>The assessment criteria for a detailed analysis of poems can vary depending on the context, such as whether it's a classroom assignment, literary analysis, or a formal review.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Presentation, Discussion, and Question-Answer<br>2 X 50 | | **Materi:** A detailed look at poems<br>**Pustaka:** *Burke, Michael (ED.) 2014. The Handbook of Stylistics . London and New York: Routledge* | 5% |
| **12** | A detailed look at poems | students should be able to recite, examine and study some poems in detail | **Kriteria:**<br>The assessment criteria for a detailed analysis of poems can vary depending on the context, such as whether it's a classroom assignment, literary analysis, or a formal review.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Presentation, Discussion, and Question-Answer<br>2 X 50 | | **Materi:** A detailed look at poems<br>**Pustaka:** *Burke, Michael (ED.) 2014. The Handbook of Stylistics . London and New York: Routledge* | 5% |
| **13** | A detailed look at prose fiction and non-literary texts | students should be able to explain prose fiction and non-literary texts in detail | **Kriteria:**<br>Student's understanding based on assessment indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Presentation, Discussion, and Question-Answer<br>2 X 50 | | **Materi:** Prose fiction and non-literary texts in detail<br>**Pustaka:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **14** | A detailed look at prose fiction and non-literary texts | students should be able to explain prose fiction and non-literary texts in detail | **Kriteria:**<br>Student's understanding based on assessment indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Presentation, Discussion, Question-Answer<br>2 X 50 | | **Materi:** A detailed look at prose fiction and non-literary texts<br>**Pustaka:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge* | 5% |
| **15** | A detailed look at prose drama texts | Students should be able to demonstrate drama texts in detail | **Kriteria:**<br>Student's understanding based on assessment indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Presentation, Discussion, Question-Answer<br>2 X 50 | | **Materi:** A detailed look at prose drama texts<br>**Pustaka:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge* | 5% |
| **16** | Final Test | Students may be required to submit a research paper or project that demonstrates their understanding of stylistic analysis. | **Kriteria:**<br>Student's understanding based on assessment indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | None<br>2 X 50 | | **Materi:** Final Test : Students may be required to submit a research paper or project that demonstrates their understanding of stylistic analysis.<br>**Pustaka:** *Simpson, Paul. 2004. Stylistics: A Resource Book for Students . London: Routledge* | 25% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 80% |
| 2. | Praktik / Unjuk Kerja | 20% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| World Literature** | 7920204227 | Mata Kuliah Pilihan Program Studi | T=3 | P=0 | ECTS=4.77 | 5 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Drs. Much. Khoiri, M.Si | Dr. Ali Mustofa, S.S., M.Pd. | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| Model Pembelajaran | Case Study | |
| Capaian Pembelajaran (CP) | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to analyze the selected literary works by using relevant concepts and theories, and involving the writers' biographical background. | |
| | CPMK 1.A | Being able to identify the general trends and perspectives in the history of American literature. |
| | CPMK 1.B | Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background. |
| | CPMK 1.C | Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. |
| | 2. Being able to produce reflective and analytical notes on the selected literary works. | |
| | CPMK 2.A | Being able to create reflective notes on students' understanding of the selected literary works. |
| | CPMK 2.B | Being able to produce a short analytical essay on a certain issue concerning the selected literary |
| | 3. Being able to respond to the presentation of the selected literary works orally. | |
| | CPMK 3.A | Being able to identify the general trends and perspectives in the history of American literature. |
| | CPMK 3.B | Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background. |
| | CPMK 3.C | Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. |
| | CPMK 3.D | Being able to create reflective notes on students' understanding of the selected literary works. |
| | CPMK 3.E | Being able to produce a short analytical essay on a certain issue concerning the selected literary |
| | CPMK 3.F | Being able to deliver an oral presentation on the given task using appropriate English |
| | CPMK 3.G | Being able to respond to others' presentation in English using an appropriate manner. |
| | 4. Being able to respect in thought, expression, and intellectual engagement to differences of opinions and personal response. | |
| | CPMK 4.A | Being able to respond to others' presentation in English using an appropriate manner. |
| | CPMK 4.B | Being able to show acceptance to teachers' and peer feedbacks. |
| | 5. Being able to respect in thought, expression, and intellectual engagement to differences of opinions and personal response. | |
| | CPMK 5.A | Being able to respond to others' presentation in English using an appropriate manner. |
| | CPMK 5.B | Being able to show acceptance to teachers' and peer feedbacks. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to identify the general trends and perspectives in the history of World literature. |
| | Sub-CPMK2 | Being able to identify the general trends and perspectives in the history of World literature. |
| | Sub-CPMK3 | Being able to create reflective notes on students' understanding of the selected literary works. |
| | Sub-CPMK4 | Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background. |
| | Sub-CPMK5 | Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. |
| | Sub-CPMK6 | Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. |
| | Sub-CPMK7 | Being able to deliver an oral presentation on the given task using appropriate English. |
| | Sub-CPMK8 | Being able to respond to others' presentation in English using an appropriate manner. |
| | Sub-CPMK9 | Being able to create reflective notes on students' understanding of the selected literary works. |
| | Sub-CPMK10 | Being able to show teachers' and peer feedbacks. |
| | Sub-CPMK11 | Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background. |
| | Sub-CPMK12 | Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. |
| | Sub-CPMK13 | Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. |
| | Sub-CPMK14 | Being able to deliver an oral presentation on the given task using appropriate English. |
| | Sub-CPMK15 | Being able to respond to others' presentation in English using an appropriate manner. |
| | Sub-CPMK16 | Being able to create reflective notes on students' understanding of the selected literary works. |
| | Sub-CPMK17 | Being able to show teachers' and peer feedbacks. |
| | Sub-CPMK18 | Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. |
| | Sub-CPMK19 | Being able to produce a short analytical essay on a certain issue concerning the selected literary |
| | Sub-CPMK20 | : Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background. |
| | Sub-CPMK21 | Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. |
| | Sub-CPMK22 | Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. |
| | Sub-CPMK23 | Being able to deliver an oral presentation on the given task using appropriate English. |
| | Sub-CPMK24 | Being able to respond to others' presentation in English using an appropriate manner. |
| | Sub-CPMK25 | Being able to create reflective notes on students' understanding of the selected literary works. |
| | Sub-CPMK26 | Being able to show teachers' and peer feedbacks. |
| | Sub-CPMK27 | Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background. |
| | Sub-CPMK28 | Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. |
| | Sub-CPMK29 | Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. |
| | Sub-CPMK30 | Being able to deliver an oral presentation on the given task using appropriate English. |
| | Sub-CPMK31 | Being able to respond to others' presentation in English using an appropriate manner. |
| | Sub-CPMK32 | Being able to create reflective notes on students' understanding of the selected literary works. |
| | Sub-CPMK33 | Being able to show teachers' and peer feedbacks. |
| | Sub-CPMK34 | Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. |
| | Sub-CPMK35 | Being able to produce a short analytical essay on a certain issue concerning the selected literary |

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| **Deskripsi Singkat MK** | The course assists the students of English to understand the general trends and perspectives in the history of World Literature. It also undercovers relevant concepts and theories which involve the writers' historical-cultural background. The course provides students the opportunity to use relevant concepts and theories in analysing fiction, poetry, and drama. This subject uses a problem-based method of learning. |
| **Pustaka** | **Utama :** |
| | 1. Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.<br>2. Juvan, Marko. 2018.Perspectivizing Worlf Literature. Literaturna Misal, Sofia. 61.1: 3-19. |
| | **Pendukung :** |
| | |
| **Dosen Pengampu** | Dr. Much. Koiri, M.Si. |

| **Mg Ke-** | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | **Penilaian** | | **Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]** | | **Materi Pembelajaran [ Pustaka ]** | **Bobot Penilaian (%)** |
|---|---|---|---|---|---|---|---|
| | | **Indikator** | **Kriteria & Bentuk** | **Luring (*offline*)** | **Daring (*online*)** | | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** |
| **1** | Being able to identify the general trends and perspectives in the history of World literature. | Answer all oral questions in class discussion | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment,<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline: The strategies used in the session are: lecturing, sharing discussion<br>3 x 50 | | **Materi:** ● What is World literature ● Concepts and theories in literary analysis<br>**Pustaka:** *Juvan, Marko. 2018.Perspectivizing Worlf Literature. Literaturna Misal, Sofia. 61.1: 3-19.*<br><br>**Materi:** ● What is World literature ● Concepts and theories in literary analysis<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 3% |
| **2** | 1.Being able to identify the general trends and perspectives in the history of World literature.<br>2.Being able to create reflective notes on students' understanding of the selected literary works. | Answer all oral questions in class discussion Answer questions on reflection. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline: The strategies used in the session are: lecturing, sharing discussion<br>3 x 50 | | **Materi:** A Brief History of World Literature: Change and Trends<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 3% |
| **3** | 1.Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background.<br>2.Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. | Answer all oral & written questions in class discussion | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment,<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: Problem-based, sharing discussion<br>3 x 50 | | **Materi:**<br>Mesopotamian, Egyptian, & Hebrew Literature; Literature of India; Literature of Ancient Greece; Literature of Ancient Rome (1)<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 4% |
| **4** | 1.Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background.<br>2.Being able to deliver an oral presentation on the given task using appropriate English.<br>3.Being able to respond to others' presentation in English using an appropriate manner. | Compare characteristics of works in the periods. Group presentation. Accurate grammar and oral fluency | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: Problem-based, sharing discussion<br>3 x 50 | | **Materi:**<br>Mesopotamian, Egyptian, & Hebrew Literature; Literature of India; Literature of Ancient Greece; Literature of Ancient Rome (2)<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 4% |
| **5** | 1.Being able to create reflective notes on students' understanding of the selected literary works.<br>2.Being able to show teachers' and peer feedbacks. | Answer questions on reflection. Acceptance to feedback. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: sharing discussion, reflective practice<br>3 x 50 | | **Materi:**<br>Mesopotamian, Egyptian, & Hebrew Literature; Literature of India; Literature of Ancient Greece; Literature of Ancient Rome (3) - Reflection<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 3% |

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|---|---|---|---|---|---|---|---|
| **6** | 1.Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background.<br>2.Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. | Answer all oral & written questions in class discussion | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment,<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline: The strategies used in the session are: Problem-based, sharing discussion<br>3 x 50 | | **Materi:** Literature of Ancient China; Literature of Japan; Persian and Arabian Literature; West African Oral Literature (1)<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 4% |
| **7** | 1.Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background.<br>2.Being able to deliver an oral presentation on the given task using appropriate English.<br>3.Being able to respond to others' presentation in English using an appropriate manner. | Compare characteristics of works in the periods. Group presentation. Accurate grammar and oral fluency | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: Problem-based, sharing discussion<br>3 x 50 | | **Materi:** Literature of Ancient China; Literature of Japan; Persian and Arabian Literature; West African Oral Literature (2)<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 4% |
| **8** | 1.Being able to create reflective notes on students' understanding of the selected literary works.<br>2.Being able to show teachers' and peer feedbacks. | Answer questions on reflection. Acceptance to feedback. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: sharing discussion, Reflective practice<br>3 x 50 | | **Materi:** Literature of Ancient China; Literature of Japan; Persian and Arabian Literature; West African Oral Literature (3)<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 3% |
| **9** | 1.Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background.<br>2.Being able to produce a short analytical essay on a certain issue concerning the selected literary | Answer all the given written questions. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Summative test, participation.<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategy used in the mid-term exam is individual's analytical essay on issues covered in the first half of the semester<br>3 x 50 | | **Materi:** Midterm Exam Questions on analysis and analytical essay<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 20% |
| **10** | 1.: Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background.<br>2.Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. | Answer all oral & written questions in class discussion | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Project assessment, participation.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline: The strategies used in the session are: Problem-based, sharing discussion<br>3 x 50 | | **Materi:** Literature of the Middle Ages; Literature of the Renaissance & Enlightenment; The Age of Romanticism (1)<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 4% |
| **11** | 1.Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background.<br>2.Being able to deliver an oral presentation on the given task using appropriate English.<br>3.Being able to respond to others' presentation in English using an appropriate manner. | Compare characteristics of works in the periods. Group presentation. Accurate grammar and oral fluency | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: Problem-based, sharing discussion<br>3 x 50 | | **Materi:** Literature of the Middle Ages; Literature of the Renaissance & Enlightenment; The Age of Romanticism (2)<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 4% |

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|---|---|---|---|---|---|---|---|
| **12** | 1.Being able to create reflective notes on students' understanding of the selected literary works.<br>2.Being able to show teachers' and peer feedbacks. | Answer questions on reflection. Acceptance to feedback. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: sharing discussion, reflective practice<br>3 x 5 | | **Materi:** Literature of the Middle Ages; Literature of the Renaissance & Enlightenment; The Age of Romanticism (3) - reflection<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 3% |
| **13** | 1.Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background.<br>2.Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. | Answer all oral & written questions in class discussion | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline: The strategies used in the session are: Problem-based, sharing discussion<br>3 x 50 | | **Materi:** The Emergence of Realism; Expressions of Modernism; Responses to War and Conflict; Contemporary Nobel Prize Winners (1)<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 4% |
| **14** | 1.Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background.<br>2.Being able to deliver an oral presentation on the given task using appropriate English.<br>3.Being able to respond to others' presentation in English using an appropriate manner. | Compare characteristics of works in the periods. Group presentation. Accurate grammar and oral fluency | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment,<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline: The strategies used in the session are: Problem-based, sharing discussion<br>3 x 50 | | **Materi:** The Emergence of Realism; Expressions of Modernism; Responses to War and Conflict; Contemporary Nobel Prize Winners (2)<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 4% |
| **15** | 1.Being able to create reflective notes on students' understanding of the selected literary works.<br>2.Being able to show teachers' and peer feedbacks. | Answer questions on reflection. Acceptance to feedback. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: sharing discussion, reflective practice<br>3 x 50 | | **Materi:** The Emergence of Realism; Expressions of Modernism; Responses to War and Conflict; Contemporary Nobel Prize Winners (3)<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 3% |
| **16** | 1.Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background.<br>2.Being able to produce a short analytical essay on a certain issue concerning the selected literary | Answer all the given written questions. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, summative test<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Tes | Offline: The strategies used in the session are: individual analysis and analytical essay on some issues covered in the second half of the semester<br>3 x 50 | | **Materi:** Final exam Questions on analysis and analytical essay<br>**Pustaka:** *Applebee, Arthur N. 2008. World Literature. Illinois: McDougal Littell.* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 28% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 57% |
| 3. | Tes | 15% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Australian Society and Culture | 7920202009 | | T=2 | P=0 | ECTS=3.18 | 6 | 18 September 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Prof. Slamet Setiawan, M.A., Ph.D. ; Lina Purwaning Hartanti, S.Pd., M.EIL. ; Laily Maulida Septiana Harti, S.S., M.AppLing. | Prof. Slamet Setiawan, M.A., Ph.D. ; Lina Purwaning Hartanti, S.Pd., M.EIL. ; Laily Maulida Septiana Harti, S.S., M.AppLing. | Dr. Ali Mustofa, S.S., M.Pd. |

**Model Pembelajaran:** Case Study

**Capaian Pembelajaran (CP)**

| CPL-PRODI yang dibebankan pada MK | |
|---|---|
| **1. Sikap** | |
| CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| **2. Keterampilan Umum** | |
| CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| **3. Keterampilan Khusus** | |
| CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| **4. Pengetahuan** | |
| CPL 4.A | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| 1. Being able to understand the concept of Australian history | |
| CPMK 1.A | Being able to comprehend the key historical events about Australian society and culture |
| CPMK 1.B | Being able to understand the developments that have shaped Australian society and culture |
| 2. Being able to critically analyze indigenous Australian perspectives | |
| CPMK 2.A | Being able to explore and analyze the diverse cultures, histories, and issues of Indigenous peoples in Australia |
| 3. Being able to examine multiculturalism in Australia | |
| CPMK 3.A | Being able to understand the concept of multiculturalism in Australia |
| CPMK 3.B | Being able to explore Australian government and political system in shaping society |
| CPMK 3.C | Being able to analyze the sector of economic and social trends in Australia |
| 4. Being able to develop critical thinking skills by exploring and evaluating Australian identity and social issues | |
| CPMK 4.A | Being able to critically examine the concept of Australian identity, including the several factors |
| CPMK 4.B | Being able to critically analyze and evaluate key social issues in contemporary Australia |
| CPMK 4.C | Being able to discuss issues related to gender equality in Australian society |
| 5. Being able to explore Australian literature and other cultural expressions in reflecting and shaping society | |
| CPMK 5.A | Being able to develop cross-cultural competence with people from different backgrounds |
| **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| Sub-CPMK1 | Being able to understand the course objectives and the significance of studying Australian society and culture |
| Sub-CPMK2 | Being able to explore the diverse cultures, histories, and contemporary issues of Indigenous peoples in Australia |
| Sub-CPMK3 | Being able to examine the history of migration to Australia and the development of a multicultural society |
| Sub-CPMK4 | Being able to analyze the cultural diversity and contributions of various migrant communities |
| Sub-CPMK5 | Being able to critically examine the concept of Australian identity and its evolution over time |
| Sub-CPMK6 | Being able to analyze key political issues and debates in contemporary Australia |
| Sub-CPMK7 | Being able to analyze and evaluate key social issues in contemporary Australia |
| Sub-CPMK8 | Being able to explore Australian literature, art, film, music, and other cultural expressions |
| Sub-CPMK9 | Being able to analyze how cultural products reflect and shape Australian society and values |
| Sub-CPMK10 | Being able to practice all of the previous materials |
| Sub-CPMK11 | Being able to understand the challenges and opportunities associated with different geographical contexts in Australia |
| Sub-CPMK12 | Being able to Discuss issues related to gender equality, LGBTQ, and the experiences of diverse communities within Australian society |
| Sub-CPMK13 | Being able to understand the importance of ethical considerations in addressing social and cultural issues |
| Sub-CPMK14 | Being able to develop critical thinking skills related to Australian society and culture |
| Sub-CPMK15 | Being able to review the materials related to the Australian society and culture |
| Sub-CPMK16 | Being able to enhance written and oral communication skills to effectively articulate ideas related to Australian society and culture |
| Sub-CPMK17 | Being able to develop informed and evidence-based solutions to address cultural and societal issues in Australia |
| Sub-CPMK18 | Being able to practice all of the previous materials from week 1 until final meeting |

**Deskripsi Singkat MK:** This course provides an opportunity to use specific concepts and methods necessary to develop a broad understanding of Australian society and its culture, particularly understanding of the diversity of Australian culture and the dynamic of its history. Students will have opportunities to investigate Australia's geohistorical setting, demography of the Australian population, cultural diversity, communities, work and the welfare state, social inequalities, rural and urban life, employment, the Australian family, tradition and authority, social structures and sanctions, culture and leisure, spirituality, religion and belief, popular culture and globalization.

**Pustaka**

**Utama :**


1. Turner, Graeme (Ed.) 1993. Nation, Culture, and Text: Australian Cultural and Media Studies. London and New York: Routledge
2. McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports . Melbourne: The Australian Society for Sports History Incorporated.
3. Woollacott, Angela. 2015. Settler Society in the Australian Colonies: Self-Government and Imperial Culture. Oxford: Oxford University Press.


**Pendukung :**

**Dosen Pengampu:** Prof. Slamet Setiawan, M.A., Ph.D.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | Being able to understand the course objectives and the significance of studying Australian society and culture | 1.The students are able to understand the complexity of Australian culture, and its relation to the structure of the society<br>2.The students are able to understand an overview of the historical background and geographical context of Australia | **Kriteria:**<br>The proses of understanding and comprehending the topic<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing discussion<br>Question and answer session<br>Group work<br>2 X 50 | | **Materi:** The concept of Australian society and culture<br>**Pustaka:**<br>*Woollacott, Angela. 2015. Settler Society in the Australian Colonies: Self-Government and Imperial Culture. Oxford: Oxford University Press.* | 5% |
| **2** | Being able to explore the diverse cultures, histories, and contemporary issues of Indigenous peoples in Australia | 1.The students are able to understand the impact of colonization on Indigenous communities and their ongoing struggles for recognition and rights<br>2.The students are able to recognize the significance of Indigenous knowledge and contributions to Australian society and culture. | **Kriteria:**<br>The process of understanding and comprehending the topic<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Teacher's feedback<br>Group work presentation<br>Question and answer session<br>2 X 50 | | **Materi:** The diversity of cultures, histories, and contemporary issues in Australia<br>**Pustaka:**<br>*Woollacott, Angela. 2015. Settler Society in the Australian Colonies: Self-Government and Imperial Culture. Oxford: Oxford University Press.* | 5% |
| **3** | 1.Being able to examine the history of migration to Australia and the development of a multicultural society<br>2.Being able to analyze the cultural diversity and contributions of various migrant communities | The students are able to understand the policies that have shaped multiculturalism in Australia | **Kriteria:**<br>The proses of understanding and comprehending the topic<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecture's feedback<br>Question and answer session<br>Group work presentation<br>2 X 50 | | **Materi:** Multiculturalism in Australia<br>**Pustaka:**<br>*McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports . Melbourne: The Australian Society for Sports History Incorporated.* | 5% |
| **4** | Being able to critically examine the concept of Australian identity and its evolution over time | 1.The students are able to explore the role of national symbols, myths, and narratives in shaping Australian identity<br>2.The students are able to explain how Australian identity is influenced by several factors | **Kriteria:**<br>After this session, the students will explain how Australian identity is influenced by several factors, including geography, history, and cultural expressions<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Group work presentation<br>Individual assignment<br>2 X 50 | | **Materi:** Australian Identity<br>**Pustaka:** *Turner, Graeme (Ed.) 1993. Nation, Culture, and Text: Australian Cultural and Media Studies. London and New York: Routledge* | 5% |
| **5** | Being able to analyze key political issues and debates in contemporary Australia | 1.The students are able to answer the question correctly regarding the Australian political system, institutions, and the role of government in shaping society<br>2.The students are able to comprehend the government and politics in Australian context | **Kriteria:**<br>The proses of understanding and comprehending the topic<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | Lecture's feedback<br>Question and answer session<br>Quiz<br>2 X 50 | | **Materi:** Government and Politics in Australian context<br>**Pustaka:**<br>*McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports . Melbourne: The Australian Society for Sports History Incorporated.* | 5% |
| **6** | Being able to analyze and evaluate key social issues in contemporary Australia | The students are able to understand the impact of the social issues and inequalities on Australian society and culture | **Kriteria:**<br>The students are able to explain about potential solutions and policy responses to these challenges using their own words<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecture's feedback<br>Question and answer session<br>Group work presentation<br>2 X 50 | | **Materi:** Social issues and inequalities<br>**Pustaka:**<br>*McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports . Melbourne: The Australian Society for Sports History Incorporated.* | 5% |
| **7** | 1.Being able to explore Australian literature, art, film, music, and other cultural expressions<br>2.Being able to analyze how cultural products reflect and shape Australian society and values | The students are able to consider the role of Australian media in shaping public discourse and cultural narratives | **Kriteria:**<br>The students are able to participate in the class discussion<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja | Discussion<br>Question answer session<br>2 X 50 | | **Materi:** Australian arts, culture, and media<br>**Pustaka:** *Turner, Graeme (Ed.) 1993. Nation, Culture, and Text: Australian Cultural and Media Studies. London and New York: Routledge* | 3% |

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|---|---|---|---|---|---|---|---|
| **8** | Being able to practice all of the previous materials | The students are able to answer all of the questions correctly according to the previous materials | **Kriteria:**<br>Scoring based on the right answer<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | Written test<br>2 X 50 | | **Materi:** Comprehensive exploration of Australian society and culture<br>**Pustaka:** *McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports . Melbourne: The Australian Society for Sports History Incorporated.* | 10% |
| **9** | Being able to understand the challenges and opportunities associated with different geographical contexts in Australia | The students are able to analyze the dynamics of Australian urban and rural communities, including issues related to urbanization, regional development, and sustainability | **Kriteria:**<br>1. Scoring is taken from the results of teamwork and cohesiveness in discussions<br>2. The group should be able to explain the challenges and opportunities associated with different geographical contexts in Australia<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | Group discussion<br>Lecturer's feedback<br>2 X 50 | | **Materi:** Geographical context in Australia<br>**Pustaka:** *Woollacott, Angela. 2015. Settler Society in the Australian Colonies: Self-Government and Imperial Culture. Oxford: Oxford University Press.* | 5% |
| **10** | Being able to Discuss issues related to gender equality, LGBTQ, and the experiences of diverse communities within Australian society | 1. The students are able to critically analyze about gender, diversity, and inclusion<br>2. The students are able to explore the policies and initiatives aimed at promoting inclusion and diversity in Australia | **Kriteria:**<br>Scoring is taken from the results of teamwork and cohesiveness in discussions<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Group discussion<br>Lecturer's feedback<br>Question and answer session<br>2 X 50 | | **Materi:** Gender, diversity, and inclusion in Australia context<br>**Pustaka:** *McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports . Melbourne: The Australian Society for Sports History Incorporated.* | 10% |
| **11** | Being able to understand the importance of ethical considerations in addressing social and cultural issues | The students are able to explore the ethical and legal frameworks that guide social behavior and governance in Australia. | **Kriteria:**<br>The students are able to participate in the class discussion<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturer's feedback<br>Question and answer session<br>Group presentation<br>2 X 50 | | **Materi:** Ethical and legal framework in Australia<br>**Pustaka:** *Turner, Graeme (Ed.) 1993. Nation, Culture, and Text: Australian Cultural and Media Studies. London and New York: Routledge* | 4% |
| **12** | Being able to develop critical thinking skills related to Australian society and culture | The students are able to engage in thoughtful discussions and debates on complex societal issues | **Kriteria:**<br>How to explain the complex societal issues in Australian context<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Individual assignment<br>2 X 50 | | **Materi:** Critical thinking and Analaysis about Australian society and culture<br>**Pustaka:** *Woollacott, Angela. 2015. Settler Society in the Australian Colonies: Self-Government and Imperial Culture. Oxford: Oxford University Press.* | 5% |
| **13** | Being able to review the materials related to the Australian society and culture | The students are able to review the materials related to the Australian society and culture | **Kriteria:**<br>none<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Discussion<br>Question and answer session<br>2 X 50 | | **Materi:** Detailed issue in Australian context<br>**Pustaka:** *Turner, Graeme (Ed.) 1993. Nation, Culture, and Text: Australian Cultural and Media Studies. London and New York: Routledge* | 3% |
| **14** | Being able to enhance written and oral communication skills to effectively articulate ideas related to Australian society and culture | The students are able to explain in detailed about the Australian society and culture based on students' perspectives | **Kriteria:**<br>Based on the detailed or the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | Discussion<br>Lecturer's feedback<br>2 X 50 | | **Materi:** Articulate ideas related to Australian society and culture<br>**Pustaka:** *Turner, Graeme (Ed.) 1993. Nation, Culture, and Text: Australian Cultural and Media Studies. London and New York: Routledge* | 10% |
| **15** | Being able to develop informed and evidence-based solutions to address cultural and societal issues in Australia | The students are able to give evidence-based solutions to address cultural and societal issues in Australia | **Kriteria:**<br>Based on the detailed or the right answers<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | Discussion<br>Group assignment<br>2 X 50 | | **Materi:** Addressing cultural and societal issues in Australia<br>**Pustaka:** *McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports . Melbourne: The Australian Society for Sports History Incorporated.* | 10% |

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| **16** | Being able to practice all of the previous materials from week 1 until final meeting | The students are able to answer the question correctly regarding all of the previous materials about Australian society and culture | **Kriteria:**<br>Scoring is taken from the results of the final exam<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Tes | Written test<br>2 X 50 | | **Materi:** The concept of Australian society and culture<br>**Pustaka:**<br>*McConville, Chris (Ed.) 2008. A Global Racecourse: Work, Culture and Horse Sports . Melbourne: The Australian Society for Sports History Incorporated.* | 10% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 54.5% |
| 2. | Penilaian Portofolio | 1% |
| 3. | Praktik / Unjuk Kerja | 19.5% |
| 4. | Tes | 25% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Childrens Literature | 7920202025 | Mata Kuliah Pilihan Program Studi | T=2 | P=0 | ECTS=3.18 | 6 | 6 Mei 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Diana Budi Darma, S.S, M.Pd | Ephrilia Noor Fitriana, S.Hum., M.Hum | Dr. Ali Mustofa, S.S., M.Pd. |

**Model Pembelajaran:** Case Study

**Capaian Pembelajaran (CP)**

| CPL-PRODI yang dibebankan pada MK | |
|---|---|
| **1. Sikap** | |
| CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| **2. Keterampilan Umum** | |
| CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| **3. Keterampilan Khusus** | |
| CPL 3.A | : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. |
| **4. Pengetahuan** | |
| CPL 4.A | Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication |
| CPL 4.B | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |

| Capaian Pembelajaran Mata Kuliah (CPMK) |
|---|
| 1. Being able to demonstrate an understanding of the history and evolution of children's literature, including its various genres, themes, and cultural contexts |
| 2. Being able to develop creativity and imagination through reading and writing children's literature. They will be able to identify and appreciate the various creative techniques used by authors and illustrators to convey meaning, and apply these techniques in their own writing |
| 3. Being able to develop critical thinking skills and analytical tools to read and evaluate children's literature. They will be able to analyze the literary elements, such as plot, character, theme, and language, and identify the social and cultural implications of children's literature |
| 4. Being able to develop effective communication and collaboration skills through group discussions, presentations, and group projects. They will be able to express their own ideas and perspectives effectively and listen actively to others. |

| Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | |
|---|---|
| Sub-CPMK1 | 1. Understanding and comprehending contract between students and lecturer |
| Sub-CPMK2 | 2. Understanding and comprehending regulation from the university and department |
| Sub-CPMK3 | 1. Being able to understand the difference between child and childhood |
| Sub-CPMK4 | 2. Being able to understand the term 'Fantasy.' |
| Sub-CPMK5 | 3. Being able to relate with story books such as 'Where the Wild things are, I am Malala, and etc. |
| Sub-CPMK6 | 1. Being able to understand the difference between child and childhood |
| Sub-CPMK7 | 2. Being able to understand the term 'Fantasy.' |
| Sub-CPMK8 | 3. Being able to relate with story books such as 'Where the Wild things are, Charlottes's Web, Madeline and etc. |
| Sub-CPMK9 | Being able to understand values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss |
| Sub-CPMK10 | Being able to elaborate information of values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss |
| Sub-CPMK11 | Being able to understand values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss |
| Sub-CPMK12 | Being able to elaborate information of values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss |
| Sub-CPMK13 | Being able to understand values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss |
| Sub-CPMK14 | Being able to elaborate information of values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss |
| Sub-CPMK15 | Being able to present student's analysis in class |
| Sub-CPMK16 | Being able to construct a positive discussion based on the previous work |
| Sub-CPMK17 | Being able to complete test given |
| Sub-CPMK18 | Being able to construct a strong analysis |
| Sub-CPMK19 | Being able to develop an appreciation of Charlotte's Web by E.B. White |
| Sub-CPMK20 | Being able to construct a strong analysis |
| Sub-CPMK21 | Being able to develop an appreciation of Charlotte's Web by E.B. White |
| Sub-CPMK22 | Being able to construct a strong analysis |
| Sub-CPMK23 | Being able to develop an appreciation of Light in the Attic by Shel Silverstein |
| Sub-CPMK24 | Being able to construct a strong analysis |
| Sub-CPMK25 | Being able to develop an appreciation of Light in the Attic by Shel Silverstein |
| Sub-CPMK26 | Being able to construct a strong analysis |
| Sub-CPMK27 | Being able to develop an appreciation of I Am Malala: The Girl Who Stood Up For Education and Was Shot by the Taliban by Malala Yousafzai |
| Sub-CPMK28 | Being able to construct a strong analysis |
| Sub-CPMK29 | Being able to develop an appreciation of I Am Malala: The Girl Who Stood Up For Education and Was Shot by the Taliban by Malala Yousafzai |
| Sub-CPMK30 | Being able to comprehend the material given |
| Sub-CPMK31 | Being able to fulfill tasked required |
| Sub-CPMK32 | Being able to think creatively and come up with their own ideas for children's books, drawing on the lessons and examples from the case studies |
| Sub-CPMK33 | Being able to connect themes and ideas across different children's books and case studies, and apply these insights to their own creative work |

**Deskripsi Singkat MK:** This course will provide a comprehensive overview of children's literature, using the case study method to encourage students to think deeply about the stories and messages conveyed in literary works. By the end of the course, students will have developed critical thinking, communication, and creative skills that can be applied to their academic and personal pursuits. This course provides an in-depth exploration of the diverse range of literature available for children, using the case study method to analyze and evaluate various literary works. Through close reading, discussion, and creative projects, students will develop critical thinking skills and an appreciation for the power of story books. The course will cover a variety of literary genres, including picture books, chapter books, and young adult novels. Each class will focus on a specific case study, analyzing the themes, motifs, and literary devices used within the selected work. Case studies will cover a range of topics, including the representation of diversity, the use of humor in children's literature, and the role of imagination in story books.

**Pustaka**

**Utama :**


1. Grenby, Mathew. Children's Literature. Edinburgh University Press: Edinburgh. 2008.
2. Hunt, Peter and Millicent Lenz. Alternative worlds in Fantasy Fiction. Continuum: Longdon. 2001
3. Temple, Charles. Miriam Martinez, Junko Yokota, and Alas Naylor. Children's Books in Children's Hands : An Introduction To Their Literature. Allyn and Bacon: Boston. 1998
4. McCulloch, Fiona. Children's Literature in Context. Continuum: New York. 2011
5. Sandek, Maurice. Where The Wild Things Are. Harper Trophy: New York. 1963
6. Seuzz, Dr. The Cat in The Hat. Random House: New York. 1985
7. Carle, Eric. The Very Hungry Caterpillar. Philomel Books: New York. 1969
8. Gates, Pamela S., Susan B. Steffel and Francis J. Molson. Fantasy Literature for Children and Young Adults. The Scarecrow Press, Inc.: Oxford. 2003
9. Coats, Karen. Looking Glasses and Neverlands. University of Iowa Press: Iowa. 2004
10. Bradford, Clare. Kerry Mallan, John Stephens, and Robyn McCallum. New World Orders in Contemporary Children's Literature. Palgrave Macmillan: London. 2008
11. Carol, Lewis. Through The Looking Glass. Icon Classic: San Diego. 2005
12. Yausafzai, Malala and Chistina Lamb. I am Malala The Girl who stood up for Education and was shot by the Taliban. Weidenfeld & Nicolson: London. 2013


**Pendukung :**

**Dosen Pengampu:** Diana Budi Darma, S.S., M.Pd.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1.1. Understanding and comprehending contract between students and lecturer<br>2.2. Understanding and comprehending regulation from the university and department | 1.1. Participation<br>2.2. Identifying the problem | **Kriteria:**<br>Ideally accomplished given task and material<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline: Lecture will conduct interaction between instructors and students.<br>2x50 | | | 2% |
| 2 | 1.1. Being able to understand the difference between child and childhood<br>2.2. Being able to understand the term 'Fantasy.'<br>3.3. Being able to relate with story books such as 'Where the Wild things are, I am Malala, and etc. | 1.1. Identifying the terms and concept of child, childhood and fantasy<br>2.2. Defining the terms and concepts of child, childhood and fantasy | **Kriteria:**<br>1.1. Stating definitions of child, childhood and fantasy<br>2.2. Practice identifying in storybooks<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline: Interactive discussion between tutor and students<br>2x50 | | | 2% |
| 3 | 1.1. Being able to understand the difference between child and childhood<br>2.2. Being able to understand the term 'Fantasy.'<br>3.3. Being able to relate with story books such as 'Where the Wild things are, Charlottes's Web, Madeline and etc. | 1.1. Identifying the terms and concept of child, childhood and fantasy<br>2.2. Defining the terms and concepts of child, childhood and fantasy | **Kriteria:**<br>1.1. Stating definitions of child, childhood and fantasy<br>2.2. Practice identifying in storybooks<br>3.3. constructing a draft analysis<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline: Interactive discussion between tutor and students | | **Materi:** 1. Child and Childhood<br>**Pustaka:** *Grenby, Mathew. Children's Literature. Edinburgh University Press: Edinburgh. 2008.*<br><br>**Materi:** Fantasy<br>**Pustaka:** *Hunt, Peter and Millicent Lenz. Alternative worlds in Fantasy Fiction. Continuum: Longdon. 2001* | 2% |
| 4 | 1.Being able to understand values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss<br>2.Being able to elaborate information of values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss | 1.1. Stating intrinsic and extrinsic elements<br>2.2. Elaborating themes | | Offline: Lecture, Sharing and Discussion, Quiz, and Q and A with reflective practice<br>2 x 50' | online: | **Materi:** Simple Structure and methods<br>**Pustaka:** *Temple, Charles. Miriam Martinez, Junko Yokota, and Alas Naylor. Children's Books in Children's Hands : An Introduction To Their Literature. Allyn and Bacon: Boston. 1998*<br><br>**Materi:** Story book<br>**Pustaka:** *Sandek, Maurice. Where The Wild Things Are. Harper Trophy: New York. 1963*<br><br>**Materi:** Story Book<br>**Pustaka:** *Carle, Eric. The Very Hungry Caterpillar. Philomel Books: New York. 1969*<br><br>**Materi:** Story Book<br>**Pustaka:** *Seuzz, Dr. The Cat in The Hat. Random House: New York. 1985* | 2% |

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| **5** | 1.Being able to understand values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss<br>2.Being able to elaborate information of values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss | 1.1. Stating intrinsic and extrinsic elements<br>2.2. Elaborating themes | **Kriteria:**<br>2 | Offline: Lecture, Sharing and Discussion, Quiz, and Q and A with reflective practice<br>2 x 50' | online: | **Materi:** Simple Structure and methods<br>**Pustaka:** *Temple, Charles. Miriam Martinez, Junko Yokota, and Alas Naylor. Children's Books in Children's Hands : An Introduction To Their Literature. Allyn and Bacon: Boston. 1998*<br><br>**Materi:** Story book<br>**Pustaka:** *Sandek, Maurice. Where The Wild Things Are. Harper Trophy: New York. 1963*<br><br>**Materi:** Story Book<br>**Pustaka:** *Carle, Eric. The Very Hungry Caterpillar. Philomel Books: New York. 1969*<br><br>**Materi:** Story Book<br>**Pustaka:** *Seuzz, Dr. The Cat in The Hat. Random House: New York. 1985* | 3% |
| **6** | 1.Being able to understand values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss<br>2.Being able to elaborate information of values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss | 1.1. Stating intrinsic and extrinsic elements<br>2.2. Elaborating themes | | Offline: Lecture, Sharing and Discussion, Quiz, and Q and A with reflective practice<br>2 x 50' | online: | **Materi:** Simple Structure and methods<br>**Pustaka:** *Temple, Charles. Miriam Martinez, Junko Yokota, and Alas Naylor. Children's Books in Children's Hands : An Introduction To Their Literature. Allyn and Bacon: Boston. 1998*<br><br>**Materi:** Story book<br>**Pustaka:** *Sandek, Maurice. Where The Wild Things Are. Harper Trophy: New York. 1963*<br><br>**Materi:** Story Book<br>**Pustaka:** *Carle, Eric. The Very Hungry Caterpillar. Philomel Books: New York. 1969*<br><br>**Materi:** Story Book<br>**Pustaka:** *Seuzz, Dr. The Cat in The Hat. Random House: New York. 1985* | 3% |
| **7** | 1.Being able to present student's analysis in class<br>2.Being able to construct a positive discussion based on the previous work | 1.Fulfilling a standard presentation<br>2.Each presenter conveys a task<br>3.Discussion is based one of the story books | **Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline: lecture, sharing and discussion, Q and A with reflective practice<br>2 x 50% | | **Materi:** Idea and contexts<br>**Pustaka:** *McCulloch, Fiona. Children's Literature in Context. Continuum: New York. 2011*<br><br>**Materi:** Theories and Methods<br>**Pustaka:** *Coats, Karen. Looking Glasses and Neverlands. University of Iowa Press: Iowa. 2004* | 3% |
| **8** | Being able to complete test given | Submitting task given | **Kriteria:**<br>Submitting task given<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline: Mid term test<br>2 x 50 | | **Materi:** Child and Childhood<br>**Pustaka:** *Grenby, Mathew. Children's Literature. Edinburgh University Press: Edinburgh. 2008.*<br><br>**Materi:** Fantasy<br>**Pustaka:** *Hunt, Peter and Millicent Lenz. Alternative worlds in Fantasy Fiction. Continuum: Longdon. 2001*<br><br>**Materi:** Context<br>**Pustaka:** *McCulloch, Fiona. Children's Literature in Context. Continuum: New York. 2011* | 20% |

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| **9** | 1.Being able to construct a strong analysis<br>2.Being able to develop an appreciation of Charlotte's Web by E.B. White | 1.Creativity and Originality<br>2.Story and Plot<br>3.Identification of Key Themes and Elements | **Kriteria:**<br>1.Participation and Activity<br>2.Students are able to present research paper written by other scholars confidently and give relevant and critical assessment on others' presentation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | | Online: Sharing and Discussion, Volunteer Presentation, Feedback and Reflective Practice, Q & A<br>2 x 50 | **Materi:** Fantasy for young adults<br>**Pustaka:** *Gates, Pamela S., Susan B. Steffel and Francis J. Molson. Fantasy Literature for Children and Young Adults. The Scarecrow Press, Inc.: Oxford. 2003*<br><br>**Materi:** Contemporary topics<br>**Pustaka:** *McCulloch, Fiona. Children's Literature in Context. Continuum: New York. 2011*<br><br>**Materi:** Story book<br>**Pustaka:** *Coats, Karen. Looking Glasses and Neverlands. University of Iowa Press: Iowa. 2004* | 3% |
| **10** | 1.Being able to construct a strong analysis<br>2.Being able to develop an appreciation of Charlotte's Web by E.B. White | 1.A topic is stated<br>2.1000 words essay<br>3.based on an opinion stated | **Kriteria:**<br>1.Creativity and Originality<br>2.Identification of Key Themes and Elements<br>3.Participation and Activity<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Sharing and Discussion, Volunteer Presentation, Feedback and Reflective Practice, Q & A<br>2x50 | | **Materi:** Fantasy for young adults<br>**Pustaka:** *Gates, Pamela S., Susan B. Steffel and Francis J. Molson. Fantasy Literature for Children and Young Adults. The Scarecrow Press, Inc.: Oxford. 2003*<br><br>**Materi:** Contemporary topics<br>**Pustaka:** *McCulloch, Fiona. Children's Literature in Context. Continuum: New York. 2011*<br><br>**Materi:** Story Book<br>**Pustaka:** *Carol, Lewis. Through The Looking Glass. Icon Classic: San Diego. 2005* | 3% |
| **11** | 1.Being able to construct a strong analysis<br>2.Being able to develop an appreciation of Light in the Attic by Shel Silverstein | 1.A topic is stated<br>2.1000 words essay<br>3.based on an opinion stated | **Kriteria:**<br>1.Creativity and Originality<br>2.Story and Plot<br>3.Identification of Key Themes and Elements<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Sharing and Discussion, Volunteer Presentation, Feedback and Reflective Practice, Q & A<br>2x50 | | **Materi:** Fantasy for young adults<br>**Pustaka:** *Gates, Pamela S., Susan B. Steffel and Francis J. Molson. Fantasy Literature for Children and Young Adults. The Scarecrow Press, Inc.: Oxford. 2003*<br><br>**Materi:** Contemporary topics<br>**Pustaka:** *McCulloch, Fiona. Children's Literature in Context. Continuum: New York. 2011*<br><br>**Materi:** Story book<br>**Pustaka:** *Coats, Karen. Looking Glasses and Neverlands. University of Iowa Press: Iowa. 2004* | 3% |

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| **12** | 1.Being able to construct a strong analysis<br>2.Being able to develop an appreciation of Light in the Attic by Shel Silverstein | 1.A topic is stated<br>2.1000 words essay<br>3.based on an opinion stated | **Kriteria:**<br>1.Creativity and Originality<br>2.Identification of Key Themes and Elements<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | | Online: Sharing and Discussion, Volunteer Presentation, Feedback and Reflective Practice, Q & A<br>2 x 50 | **Materi:** Fantasy for young adults<br>**Pustaka:** *Gates, Pamela S., Susan B. Steffel and Francis J. Molson. Fantasy Literature for Children and Young Adults. The Scarecrow Press, Inc.: Oxford. 2003*<br><br>**Materi:** Contemporary topics<br>**Pustaka:** *McCulloch, Fiona. Children's Literature in Context. Continuum: New York. 2011*<br><br>**Materi:** Story Book<br>**Pustaka:** *Carol, Lewis. Through The Looking Glass. Icon Classic: San Diego. 2005* | 5% |
| **13** | 1.Being able to construct a strong analysis<br>2.Being able to develop an appreciation of I Am Malala: The Girl Who Stood Up For Education and Was Shot by the Taliban by Malala Yousafzai | 1.A topic is stated<br>2.1000 words essay<br>3.based on an opinion stated | **Kriteria:**<br>1.Creativity and Originality<br>2.Story and Plot<br>3.Identification of Key Themes and Elements<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | | Online: Sharing and Discussion, Volunteer Presentation, Feedback and Reflective Practice, Q & A<br>2 x 50 | **Materi:** Fantasy for young adults<br>**Pustaka:** *Gates, Pamela S., Susan B. Steffel and Francis J. Molson. Fantasy Literature for Children and Young Adults. The Scarecrow Press, Inc.: Oxford. 2003*<br><br>**Materi:** Contemporary topics<br>**Pustaka:** *McCulloch, Fiona. Children's Literature in Context. Continuum: New York. 2011*<br><br>**Materi:** Story Book<br>**Pustaka:** *Yausafzai, Malala and Chistina Lamb. I am Malala The Girl who stood up for Education and was shot by the Taliban. Weidenfeld & Nicolson: London. 2013* | 10% |
| **14** | 1.Being able to construct a strong analysis<br>2.Being able to develop an appreciation of I Am Malala: The Girl Who Stood Up For Education and Was Shot by the Taliban by Malala Yousafzai | 1.A topic is stated<br>2.1000 words essay<br>3.based on an opinion stated | **Kriteria:**<br>1.Creativity and Originality<br>2.Participation and Activity<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Sharing and Discussion, Volunteer Presentation, Feedback and Reflective Practice, Q & A<br>2x50 | | **Materi:** Fantasy for young adults<br>**Pustaka:** *Gates, Pamela S., Susan B. Steffel and Francis J. Molson. Fantasy Literature for Children and Young Adults. The Scarecrow Press, Inc.: Oxford. 2003*<br><br>**Materi:** Contemporary topics<br>**Pustaka:** *McCulloch, Fiona. Children's Literature in Context. Continuum: New York. 2011*<br><br>**Materi:** Story Book<br>**Pustaka:** *Yausafzai, Malala and Chistina Lamb. I am Malala The Girl who stood up for Education and was shot by the Taliban. Weidenfeld & Nicolson: London. 2013* | 10% |
| **15** | 1.Being able to comprehend the material given<br>2.Being able to fulfill tasked required | 1.Discuss the major themes and topics covered in the course<br>2.Allow time for reflection on the case study method and its effectiveness in studying children's literature<br>3.Provide feedback and suggestions for future learning opportunities in the course | **Kriteria:**<br>1.Identification of Key Themes and Elements<br>2.Connection to course concepts<br>3.Writing Quality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline: Discussion, Sharing Ideas and Opinions as well as criticisms, Reflective Feedback, Q & A<br>2 x 50 | | **Materi:** All materials covered in the meetings<br>**Pustaka:** *Anderson, Graham. 2000. Fairytales in The Ancient World .. London: Routledge*<br><br>**Materi:** All materials in the previous meetings<br>**Pustaka:** *Grenby, M.O. 2008. Children's Literature . Edinburgh: Edinburgh University Press.* | 2% |

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| **16** | 1.Being able to think creatively and come up with their own ideas for children's books, drawing on the lessons and examples from the case studies<br>2.Being able to connect themes and ideas across different children's books and case studies, and apply these insights to their own creative work | The final project assignment for a children's literature course with a case study method could involve an activity in which students create their own case study of a children's book | **Kriteria:**<br>1.Identification of Key Themes and Elements<br>2.Connection to course concepts<br>3.Writing Quality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | | Online : Take Home Exam, Reflective Task, Analysis and Criticism<br>2 x 50 | **Materi:** All materials discussed in previous meetings<br>**Pustaka:** *Grenby, M.O. 2008. Children's Literature . Edinburgh: Edinburgh University Press.*<br><br>**Materi:** All materials disscused in the classroom<br>**Pustaka:** *Seuling, Barbara. 2005. Write A Childrens Book and Get It Published . New Jersey: John Wiley &Sons, Inc.* | 35% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 16.65% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 16.65% |
| 3. | Penilaian Portofolio | 16.65% |
| 4. | Penilaian Praktikum | 16.65% |
| 5. | Praktik / Unjuk Kerja | 16.65% |
| 6. | Tes | 16.65% |
| | | 99.9% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Citizen Journalism | 7920202289 | | T=2 | P=0 | ECTS=3.18 | 6 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

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|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | **2. Keterampilan Umum** | |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Identify and apply the key principles of citizen journalism, including ethics, accuracy, and responsibility | |
| | 2. Produce journalistic content that integrates literary techniques such as narrative structure, character development, and thematic analysis | |
| | 3. Analyze the role of citizen journalism in shaping public discourse, focusing on the use of language and literary elements | |
| | 4. Reflect on the ethical challenges of citizen journalism and propose solutions based on literary and journalistic principles. | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to Understand the Fundamentals of Citizen Journalism |
| | Sub-CPMK2 | Being able to Understand the Fundamentals of Citizen Journalism |
| | Sub-CPMK3 | Being able to Understand the Fundamentals of Citizen Journalism |
| | Sub-CPMK4 | Being able to Understand the Fundamentals of Citizen Journalism |
| | Sub-CPMK5 | Applying Literary Techniques to Journalistic Writing |
| | Sub-CPMK6 | Applying Literary Techniques to Journalistic Writing |
| | Sub-CPMK7 | Applying Literary Techniques to Journalistic Writing |
| | Sub-CPMK8 | Applying Literary Techniques to Journalistic Writing |
| | Sub-CPMK9 | Analyzing the Impact of Citizen Journalism on Public Discourse |
| | Sub-CPMK10 | Analyzing the Impact of Citizen Journalism on Public Discourse |
| | Sub-CPMK11 | Analyzing the Impact of Citizen Journalism on Public Discourse |
| | Sub-CPMK12 | Analyzing the Impact of Citizen Journalism on Public Discourse |
| | Sub-CPMK13 | Creating Multimedia Content for Citizen Journalism |
| | Sub-CPMK14 | Creating Multimedia Content for Citizen Journalism |
| | Sub-CPMK15 | Creating Multimedia Content for Citizen Journalism |
| | Sub-CPMK16 | Students are able to analyze the research paper that is related with citizen journalism advancement and english literature |
| **Deskripsi Singkat MK** | This course introduces students to the dynamic field of citizen journalism, with a focus on its role in contemporary society and its connection to English literature. Students will explore how literary skills, such as critical thinking, storytelling, and analysis, contribute to effective citizen journalism. The course will cover the fundamentals of reporting, writing, and multimedia content creation, emphasizing the ethical and literary dimensions of public-interest journalism. Students will engage in hands-on projects, creating journalistic content that reflects their understanding of current events and their ability to apply literary techniques in a journalistic context | |
| **Pustaka** | **Utama :** | |
| | 1. Gillmor, D. (2006). We the Media: Grassroots Journalism by the People, for the People.<br>2. Atton, C. (2009). Alternative Journalism<br>3. Deuze, M. (2005). What is Journalism? Professional Identity and Ideology of Journalists Reconsidered.<br>4. Singer, J. B. (2013). Participatory Journalism: Guarding Open Gates at Online Newspapers | |
| | **Pendukung :** | |
| | 1. Journals<br>2. Mendeley Reference Manager | |
| **Dosen Pengampu** | | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Being able to Understand the Fundamentals of Citizen Journalism | Ability to define citizen journalism and distinguish it from traditional journalism. | **Kriteria:**<br>1.Short essay on the definition and role of citizen journalism (20%)<br>2.Participation in discussions about the ethical responsibilities of citizen journalists (10%)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Offline<br>2 X 50 | Online<br>2 X 50 | **Materi:** Fundamentals of Citizen Journalism<br>**Pustaka:** *Gillmor, D. (2006). We the Media: Grassroots Journalism by the People, for the People.* | 5% |
| 2 | Being able to Understand the Fundamentals of Citizen Journalism | 1.<br>2.Understanding the ethical responsibilities of citizen journalists. | **Kriteria:**<br>1.Short essay on the definition and role of citizen journalism (20%)<br>2.Participation in discussions about the ethical responsibilities of citizen journalists (10%)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Offline<br>2 X 50 | Online<br>2 X 50 | **Materi:** ethical responsibilities of citizen journalists<br>**Pustaka:** *Gillmor, D. (2006). We the Media: Grassroots Journalism by the People, for the People.* | 5% |
| 3 | Being able to Understand the Fundamentals of Citizen Journalism | 1.<br>2.Recognizing the role of social media platforms in citizen journalism. | **Kriteria:**<br>1.Short essay on the definition and role of citizen journalism (20%)<br>2.Participation in discussions about the ethical responsibilities of citizen journalists (10%)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Offline<br>2 X 50 | Online<br>2 X 50 | **Materi:** The role of social media platforms in citizen journalism.<br>**Pustaka:** *Gillmor, D. (2006). We the Media: Grassroots Journalism by the People, for the People.* | 5% |

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| **4** | Being able to Understand the Fundamentals of Citizen Journalism | 1.<br>2.Identifying how literary skills such as analysis and critique contribute to journalistic content | **Kriteria:**<br>1.Short essay on the definition and role of citizen journalism (20%)<br>2.Participation in discussions about the ethical responsibilities of citizen journalists (10%)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Offline<br>2 X 50 | Online<br>2 X 50 | **Materi:** literary skills such as analysis and critique contribute to journalistic conte<br>**Pustaka:** *Gillmor, D. (2006). We the Media: Grassroots Journalism by the People, for the People.*<br><br>**Materi:** literary skills such as analysis and critique contribute to journalistic content<br>**Pustaka:** *Gillmor, D. (2006). We the Media: Grassroots Journalism by the People, for the People.* | 5% |
| **5** | Applying Literary Techniques to Journalistic Writing | Ability to incorporate narrative structures into journalistic writing. | **Kriteria:**<br>1.Creative journalistic article submission (25%)<br>2.Peer review on the use of literary techniques in news writing (10%)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Offline<br>2 X 50 | Online<br>2 X 50 | **Materi:** incorporate narrative structures into journalistic writing.<br>**Pustaka:** *Atton, C. (2009). Alternative Journalism* | 5% |
| **6** | Applying Literary Techniques to Journalistic Writing | Using character development techniques to portray real-world figures in journalistic content. | **Kriteria:**<br>1.Creative journalistic article submission (25%)<br>2.Peer review on the use of literary techniques in news writing (10%)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Offline<br>2 X 50 | Online<br>2 X 50 | **Materi:** real-world figures in journalistic content.<br>**Pustaka:** *Atton, C. (2009). Alternative Journalism* | 5% |
| **7** | Applying Literary Techniques to Journalistic Writing | Identifying and employing thematic analysis in news articles | **Kriteria:**<br>1.Creative journalistic article submission (25%)<br>2.Peer review on the use of literary techniques in news writing (10%)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Offline<br>2 X 50 | Online<br>2 X 50 | **Materi:** thematic analysis in news articles.<br>**Pustaka:** *Atton, C. (2009). Alternative Journalism* | 5% |
| **8** | Applying Literary Techniques to Journalistic Writing | Writing articles that reflect both factual reporting and creative storytelling. | **Kriteria:**<br>1.Creative journalistic article submission (25%)<br>2.Peer review on the use of literary techniques in news writing (10%)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Offline<br>2 X 50 | Online<br>2 X 50 | **Materi:** factual reporting and creative storytelling written text<br>**Pustaka:** *Atton, C. (2009). Alternative Journalism* | 5% |
| **9** | Analyzing the Impact of Citizen Journalism on Public Discourse | Ability to analyze citizen journalism content critically using literary theories. | **Kriteria:**<br>1.Critical analysis of a prominent citizen journalism case study (20%)<br>2.Group presentation on the impact of citizen journalism on a particular social issue (15%)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Offline<br>2 X 50 | Online<br>2 X 50 | **Materi:** analyze citizen journalism content critically<br>**Pustaka:** *Deuze, M. (2005). What is Journalism? Professional Identity and Ideology of Journalists Reconsidered.* | 5% |
| **10** | Analyzing the Impact of Citizen Journalism on Public Discourse | Recognizing the role of language and narrative in influencing public opinion. | **Kriteria:**<br>1.Critical analysis of a prominent citizen journalism case study (20%)<br>2.Group presentation on the impact of citizen journalism on a particular social issue (15%)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Offline<br>2 X 50 | Online<br>2 X 50 | **Materi:** The role of language and narrative in influencing public opinion.<br>**Pustaka:** *Deuze, M. (2005). What is Journalism? Professional Identity and Ideology of Journalists Reconsidered.* | 5% |
| **11** | Analyzing the Impact of Citizen Journalism on Public Discourse | Understanding how citizen journalism interacts with traditional media in shaping discourse. | **Kriteria:**<br>1.Critical analysis of a prominent citizen journalism case study (20%)<br>2.Group presentation on the impact of citizen journalism on a particular social issue (15%)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Offline<br>2 X 50 | Online<br>2 X 50 | **Materi:** How citizen journalism interacts with traditional media in shaping discourse<br>**Pustaka:** *Deuze, M. (2005). What is Journalism? Professional Identity and Ideology of Journalists Reconsidered.* | 5% |

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| **12** | Analyzing the Impact of Citizen Journalism on Public Discourse | Evaluating how the tone, style, and structure of citizen journalism can influence societal perceptions. | **Kriteria:**<br>1.Critical analysis of a prominent citizen journalism case study (20%)<br>2.Group presentation on the impact of citizen journalism on a particular social issue (15%)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja | Offline<br>2 X 50 | Online<br>2 X 50 | **Materi:** analyze citizen journalism content critically<br>**Pustaka:** *Deuze, M. (2005). What is Journalism? Professional Identity and Ideology of Journalists Reconsidered.*<br><br>**Materi:** the tone, style, and structure of citizen journalism can influence societal perceptions.<br>**Pustaka:** *Deuze, M. (2005). What is Journalism? Professional Identity and Ideology of Journalists Reconsidered.* | 5% |
| **13** | Creating Multimedia Content for Citizen Journalism | Proficiency in using multimedia tools to create journalistic content (videos, podcasts, etc.) | **Kriteria:**<br>Multimedia journalism project (20%)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline<br>Luring | Online<br>Daring | **Materi:** using multimedia tools to create journalistic content<br>**Pustaka:** *Singer, J. B. (2013). Participatory Journalism: Guarding Open Gates at Online Newspapers* | 4% |
| **14** | Creating Multimedia Content for Citizen Journalism | Integrating literary storytelling techniques into multimedia formats. | **Kriteria:**<br>Multimedia journalism project (20%)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline<br>Luring | Online<br>Daring | **Materi:** using multimedia tools to create journalistic content<br>**Pustaka:** *Singer, J. B. (2013). Participatory Journalism: Guarding Open Gates at Online Newspapers*<br><br>**Materi:** literary storytelling techniques and multimedia formats.<br>**Pustaka:** *Singer, J. B. (2013). Participatory Journalism: Guarding Open Gates at Online Newspapers* | 10% |
| **15** | Creating Multimedia Content for Citizen Journalism | Ability to reflect critically on the production and dissemination of multimedia journalistic content | **Kriteria:**<br>Multimedia journalism project (20%)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline<br>Luring | Online<br>Daring | **Materi:** production and dissemination of multimedia journalistic content.<br>**Pustaka:** *Singer, J. B. (2013). Participatory Journalism: Guarding Open Gates at Online Newspapers* | 10% |
| **16** | Students are able to analyze the research paper that is related with citizen journalism advancement and english literature | Analyze the research paper that is related with citizen journalism advancement and english literature | | | | | 15% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 10% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 37.36% |
| 3. | Penilaian Portofolio | 13.36% |
| 4. | Praktik / Unjuk Kerja | 23.36% |
| | | 84.08% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Corpus Linguistics | 7920202294 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 6 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | **2. Keterampilan Umum** | |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. being able to Explain the fundamental concepts and methodologies in corpus linguistics. | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | students will be able to Define key terms and concepts in corpus linguistics. |
| | Sub-CPMK2 | students will be able to Define key terms and concepts in corpus linguistics. |
| | Sub-CPMK3 | students will be able to Define key terms and concepts in corpus linguistics. |
| | Sub-CPMK4 | students will be able to Define key terms and concepts in corpus linguistics. |
| | Sub-CPMK5 | students will be able to Develop a small-scale corpus using appropriate tools and methods. |
| | Sub-CPMK6 | students will be able to Develop a small-scale corpus using appropriate tools and methods. |
| | Sub-CPMK7 | students will be able to Develop a small-scale corpus using appropriate tools and methods. |
| | Sub-CPMK8 | students will be able to Develop a small-scale corpus using appropriate tools and methods. |
| | Sub-CPMK9 | students will be able to Apply quantitative and qualitative analysis methods to corpus data. |
| | Sub-CPMK10 | students will be able to Apply quantitative and qualitative analysis methods to corpus data. |
| | Sub-CPMK11 | students will be able to Apply quantitative and qualitative analysis methods to corpus data. |
| | Sub-CPMK12 | students will be able to Apply quantitative and qualitative analysis methods to corpus data. |
| | Sub-CPMK13 | students will be able to Communicate analysis results effectively through written reports and presentations. |
| | Sub-CPMK14 | students will be able to Communicate analysis results effectively through written reports and presentations. |
| | Sub-CPMK15 | students will be able to Communicate analysis results effectively through written reports and presentations. |
| **Deskripsi Singkat MK** | This course introduces students to the field of corpus linguistics, exploring how language data can be analyzed using computational methods. Students will learn to collect, annotate, and analyze corpora to uncover linguistic patterns and insights. The course combines theoretical concepts with practical applications, preparing students for both academic research and real-world language analysis. | |
| **Pustaka** | **Utama :** | |
| | 1. McEnery, T., & Hardie, A. (2011). Corpus Linguistics: Method, Theory and Practice. Cambridge University Press<br>2. McHarty, A., & others (Eds.). (2010). The Oxford Handbook of Corpus Linguistics. Oxford University Press<br>3. Biber, D., Conrad, S., & Reppen, R. (1998). Corpus Linguistics: Investigating Language Structure and Use. Cambridge University Press. | |
| | **Pendukung :** | |
| | 1. journal<br>2. Mendeley References Manager | |
| **Dosen Pengampu** | | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | students will be able to Define key terms and concepts in corpus linguistics. | 1.Correct identification of key terms.<br>2.Explanation of concepts with examples | **Kriteria:**<br>Students will complete a quiz on core terminology<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Corpus Linguistics<br>**Pustaka:** *McEnery, T., & Hardie, A. (2011). Corpus Linguistics: Method, Theory and Practice. Cambridge University Press* | 5% |
| 2 | students will be able to Define key terms and concepts in corpus linguistics. | 1.Correct identification of key terms.<br>2.Explanation of concepts with examples | **Kriteria:**<br>Students will complete a quiz on core terminology<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Corpus Linguistics<br>**Pustaka:** *McEnery, T., & Hardie, A. (2011). Corpus Linguistics: Method, Theory and Practice. Cambridge University Press* | 5% |
| 3 | students will be able to Define key terms and concepts in corpus linguistics. | 1.Correct identification of key terms.<br>2.Explanation of concepts with examples | **Kriteria:**<br>Students will complete a quiz on core terminology<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Corpus Linguistics<br>**Pustaka:** *McEnery, T., & Hardie, A. (2011). Corpus Linguistics: Method, Theory and Practice. Cambridge University Press* | 5% |
| 4 | students will be able to Define key terms and concepts in corpus linguistics. | 1.Correct identification of key terms.<br>2.Explanation of concepts with examples | **Kriteria:**<br>Students will complete a quiz on core terminology<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Corpus Linguistics<br>**Pustaka:** *McEnery, T., & Hardie, A. (2011). Corpus Linguistics: Method, Theory and Practice. Cambridge University Press* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **5** | students will be able to Develop a small-scale corpus using appropriate tools and methods. | 1.Completeness of the corpus (size and diversity).<br>2.Clarity and detail in the project report.<br>3.Proper use of corpus management tools. | **Kriteria:**<br>Submission of a corpus project report including the process of creation.<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Corpus Creation and Management<br>**Pustaka:** *McHarty, A., & others (Eds.). (2010). The Oxford Handbook of Corpus Linguistics. Oxford University Press* | 5% |
| **6** | students will be able to Develop a small-scale corpus using appropriate tools and methods. | 1.Completeness of the corpus (size and diversity).<br>2.Clarity and detail in the project report.<br>3.Proper use of corpus management tools. | **Kriteria:**<br>Submission of a corpus project report including the process of creation.<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Corpus Creation and Management<br>**Pustaka:** *McHarty, A., & others (Eds.). (2010). The Oxford Handbook of Corpus Linguistics. Oxford University Press* | 5% |
| **7** | students will be able to Develop a small-scale corpus using appropriate tools and methods. | 1.Completeness of the corpus (size and diversity).<br>2.Clarity and detail in the project report.<br>3.Proper use of corpus management tools. | **Kriteria:**<br>Submission of a corpus project report including the process of creation.<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Corpus Creation and Management<br>**Pustaka:** *McHarty, A., & others (Eds.). (2010). The Oxford Handbook of Corpus Linguistics. Oxford University Press* | 5% |
| **8** | students will be able to Develop a small-scale corpus using appropriate tools and methods. | 1.Completeness of the corpus (size and diversity).<br>2.Clarity and detail in the project report.<br>3.Proper use of corpus management tools. | **Kriteria:**<br>Submission of a corpus project report including the process of creation.<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Corpus Creation and Management<br>**Pustaka:** *McHarty, A., & others (Eds.). (2010). The Oxford Handbook of Corpus Linguistics. Oxford University Press* | 5% |
| **9** | students will be able to Apply quantitative and qualitative analysis methods to corpus data. | 1.Accuracy of data interpretation.<br>2.Use of appropriate statistical methods.<br>3.Depth of analysis and insights presented. | **Kriteria:**<br>Complete a data analysis assignment using provided corpora.<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Data Analysis Techniques<br>**Pustaka:** *McEnery, T., & Hardie, A. (2011). Corpus Linguistics: Method, Theory and Practice. Cambridge University Press* | 5% |
| **10** | students will be able to Apply quantitative and qualitative analysis methods to corpus data. | 1.Accuracy of data interpretation.<br>2.Use of appropriate statistical methods.<br>3.Depth of analysis and insights presented. | **Kriteria:**<br>Complete a data analysis assignment using provided corpora.<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Data Analysis Techniques<br>**Pustaka:** *McEnery, T., & Hardie, A. (2011). Corpus Linguistics: Method, Theory and Practice. Cambridge University Press* | 5% |
| **11** | students will be able to Apply quantitative and qualitative analysis methods to corpus data. | 1.Accuracy of data interpretation.<br>2.Use of appropriate statistical methods.<br>3.Depth of analysis and insights presented. | **Kriteria:**<br>Complete a data analysis assignment using provided corpora.<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Data Analysis Techniques<br>**Pustaka:** *McEnery, T., & Hardie, A. (2011). Corpus Linguistics: Method, Theory and Practice. Cambridge University Press* | 5% |
| **12** | students will be able to Apply quantitative and qualitative analysis methods to corpus data. | 1.Accuracy of data interpretation.<br>2.Use of appropriate statistical methods.<br>3.Depth of analysis and insights presented. | **Kriteria:**<br>Complete a data analysis assignment using provided corpora.<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Data Analysis Techniques<br>**Pustaka:** *McEnery, T., & Hardie, A. (2011). Corpus Linguistics: Method, Theory and Practice. Cambridge University Press* | 5% |
| **13** | students will be able to Communicate analysis results effectively through written reports and presentations. | 1.Clarity and organization of presentation.<br>2.Quality of visual aids (if used).<br>3.Effectiveness of argumentation and engagement with the audience. | **Kriteria:**<br>Oral presentation and a written report summarizing the analysis and findings.<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Presentation of Findings<br>**Pustaka:** *Biber, D., Conrad, S., & Reppen, R. (1998). Corpus Linguistics: Investigating Language Structure and Use. Cambridge University Press.* | 5% |
| **14** | students will be able to Communicate analysis results effectively through written reports and presentations. | 1.Clarity and organization of presentation.<br>2.Quality of visual aids (if used).<br>3.Effectiveness of argumentation and engagement with the audience. | **Kriteria:**<br>Oral presentation and a written report summarizing the analysis and findings.<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Presentation of Findings<br>**Pustaka:** *Biber, D., Conrad, S., & Reppen, R. (1998). Corpus Linguistics: Investigating Language Structure and Use. Cambridge University Press.* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **15** | students will be able to Communicate analysis results effectively through written reports and presentations. | 1.Clarity and organization of presentation.<br>2.Quality of visual aids (if used).<br>3.Effectiveness of argumentation and engagement with the audience. | **Kriteria:**<br>Oral presentation and a written report summarizing the analysis and findings.<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:**<br>Presentation of Findings<br>**Pustaka:** *Biber, D., Conrad, S., & Reppen, R. (1998). Corpus Linguistics: Investigating Language Structure and Use. Cambridge University Press.* | 5% |
| **16** | | | | | | | 25% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Tes | 75% |
| | | 75% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| English Correspondence | 7920202047 | Mata Kuliah Pilihan Program Studi | T=2 | P=0 | ECTS=3.18 | 6 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Silvy Cinthia Adelia, M.A | Silvy Cinthia Adelia, M.A | Dr. Ali Mustofa, S.S., M.Pd. |

**Model Pembelajaran:** Project Based Learning

**Capaian Pembelajaran (CP)**

**CPL-PRODI yang dibebankan pada MK**

**1. Sikap**

| | |
|---|---|
| CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |

**2. Keterampilan Umum**

| | |
|---|---|
| CPL 2.A | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |

**3. Keterampilan Khusus**

**4. Pengetahuan**

**Capaian Pembelajaran Mata Kuliah (CPMK)**

| | |
|---|---|
| 1. Being able to distinguish the concept of use English to carry out everyday activities in academic work, such as writing emails, dealing with referees and editors, making phone calls, and socializing at conferences. | |
| CPMK 1.A | By identifying and analyzing the concept of use English to carry out everyday activities in academic work, such as writing emails, dealing with referees and editors, making phone calls, and socializing at conferences. |
| 2. Being able to demonstrate the developing ideas and limiting subject of discussion as well as English correspondence writing as the continuation of Academic Writing. | |
| CPMK 2.A | By presenting the concept of use English to carry out everyday activities in academic work, such as writing emails, dealing with referees and editors, making phone calls, and socializing at conferences. |
| CPMK 2.B | By identifying and analyzing writing correspondence with the focus on the developing ideas and limiting subject of discussion as well as English correspondence writing as the continuation of Academic Writing |
| 3. Being able to attach value of being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement. | |
| CPMK 3.A | By identifying and analyzing the newest design on writing based on integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement in a certain readers/audience. |
| CPMK 3.B | By adopting the newest design on writing based on integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement in a certain readers/audience. |

**Kemampuan akhir tiap tahapan belajar (Sub-CPMK)**

| | |
|---|---|
| Sub-CPMK1 | To understand the concept of writing emailTo construct a proper email |
| Sub-CPMK2 | To understand the concept of writing emailTo construct a proper email |
| Sub-CPMK3 | To understand the concept of writing emailTo construct a proper email |
| Sub-CPMK4 | To understand the concept of writing and Responding to ReviewsTo Construct the Writing and Responding to Reviews To communicate with the Editor |
| Sub-CPMK5 | To understand the concept of writing and Responding to ReviewsTo Construct the Writing and Responding to Reviews To communicate with the Editor |
| Sub-CPMK6 | To understand the concept of writing and Responding to ReviewsTo Construct the Writing and Responding to Reviews To communicate with the Editor |
| Sub-CPMK7 | To understand the concept of Telephone and Telephone CallsTo implement the concept of Telephone and Telephone Calls |
| Sub-CPMK8 | To understand the concept of Telephone and Telephone CallsTo implement the concept of Telephone and Telephone Calls |
| Sub-CPMK9 | Midterms test |
| Sub-CPMK10 | To understand how to build a relationship and to decide the level of formality |
| Sub-CPMK11 | To understand how to build a relationship and to decide the level of formality |
| Sub-CPMK12 | To understand Request and Reply |
| Sub-CPMK13 | To understand Request and Reply |
| Sub-CPMK14 | students are able to develop strong interpersonal communication skills for building relationships and rapport in a business context |
| Sub-CPMK15 | students are able to practice active listening and responding appropriately to colleagues, clients, and superiors. |
| Sub-CPMK16 | Final test |

**Deskripsi Singkat MK:** This course is a continuation of academic writing course and is designed to help its participants master the concept of use English to carry out everyday activities in academic work, such as writing emails, dealing with referees and editors, making phone calls, and socializing at conferences. Accordingly, the general discussion in this course includes developing ideas and limiting subject of discussion as well as English correspondence writing. To accommodate the achievement of learning outcome, the course is conducted through lecturer's presentation, class discussion, and writing practices for academic purposes.

**Pustaka**

**Utama :**


1. Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.
2. Wallwork, Adrian. 2014. Email and Commercial Correspondence . New York. Springer.
3. Wallwork, Adrian. 2016. English for Academic Correspondence . Switzerland: Springer


**Pendukung :**

**Dosen Pengampu:** Silvy Cinthia Adelia, S.S., M.A.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | To understand the concept of writing emailTo construct a proper email | 1.to indicate an idea of subject lines<br>2.to indicate the beginning and ending of email<br>3.to construct the content of email<br>4.to construct request and replies<br>5.to construct a relationship and deciding the level of formality | **Kriteria:**<br>1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014)<br>2.- General guide for scoring Criteria:<br>3.85 - 100 (A)<br>4.80 - 84 (A-)<br>5.75 - 79 (B )<br>6.70 - 74 (B)<br>7.65 - 69 (B-)<br>8.60 - 64 (C )<br>9.55 - 59 (C)<br>10.40 - 49 (D)<br>11.<40 (E)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum | Lecturing Discussion Writing Practice<br>2 X 50 | | **Materi:** The Concept of Writing Email<br>**Pustaka:** *Wallwork, Adrian. 2016. English for Academic Correspondence . Switzerland: Springer* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **2** | To understand the concept of writing emailTo construct a proper email | 1.to indicate an idea of subject lines<br>2.to indicate the beginning and ending of email<br>3.to construct the content of email<br>4.to construct request and replies<br>5.to construct a relationship and deciding the level of formality | **Kriteria:**<br>1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014)<br>2.- General guide for scoring Criteria:<br>3.85 - 100 (A)<br>4.80 - 84 (A-)<br>5.75 - 79 (B )<br>6.70 - 74 (B)<br>7.65 - 69 (B-)<br>8.60 - 64 (C )<br>9.55 - 59 (C)<br>10.40 - 49 (D)<br>11.<40 (E)<br><br>**Bentuk Penilaian** :<br>Penilaian Praktikum | Lecturing Discussion Writing Practice<br>2 X 50 | | **Materi:** The Concept of Writing Email<br>**Pustaka:** *Wallwork, Adrian. 2016. English for Academic Correspondence . Switzerland: Springer* | 5% |
| **3** | To understand the concept of writing emailTo construct a proper email | 1.to indicate an idea of subject lines<br>2.to indicate the beginning and ending of email<br>3.to construct the content of email<br>4.to construct request and replies<br>5.to construct a relationship and deciding the level of formality | **Kriteria:**<br>1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014)<br>2.- General guide for scoring Criteria:<br>3.85 - 100 (A)<br>4.80 - 84 (A-)<br>5.75 - 79 (B )<br>6.70 - 74 (B)<br>7.65 - 69 (B-)<br>8.60 - 64 (C )<br>9.55 - 59 (C)<br>10.40 - 49 (D)<br>11.<40 (E)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing Discussion Writing Practice<br>2 X 50 | | **Materi:** The Concept of Writing Email<br>**Pustaka:** *Wallwork, Adrian. 2016. English for Academic Correspondence . Switzerland: Springer* | 5% |
| **4** | To understand the concept of writing and Responding to ReviewsTo Construct the Writing and Responding to Reviews To communicate with the Editor | - to show the correct construction of an introductory paragraph in an essay - to show the correct construction of the body paragraphs in an essay to show the correct construction of a concluding paragraph in an essay - to construct correct requesting and writing an informal review of a colleagues work - to construct writing a peer review to construct a reply to the reviewers reports - to focus only on what need to achieve - to ensure the cover letter is celar and accurate - to make a few changes, describe them in the letter to the editor - to be diplomatic in any emails to check the progress of manuscript | **Kriteria:**<br>1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014)<br>2.- General guide for scoring Criteria:<br>3.85 - 100 (A)<br>4.80 - 84 (A-)<br>5.75 - 79 (B )<br>6.70 - 74 (B)<br>7.65 - 69 (B-)<br>8.60 - 64 (C )<br>9.55 - 59 (C)<br>10.40 - 49 (D)<br>11.<40 (E)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum | Lecturing Discussion Writing Practice<br>2 X 50 | | **Materi:** The concept of Writing and responding to Reviews<br>**Pustaka:** *Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.* | 5% |
| **5** | To understand the concept of writing and Responding to ReviewsTo Construct the Writing and Responding to Reviews To communicate with the Editor | - to show the correct construction of an introductory paragraph in an essay - to show the correct construction of the body paragraphs in an essay to show the correct construction of a concluding paragraph in an essay - to construct correct requesting and writing an informal review of a colleagues work - to construct writing a peer review to construct a reply to the reviewers reports - to focus only on what need to achieve - to ensure the cover letter is celar and accurate - to make a few changes, describe them in the letter to the editor - to be diplomatic in any emails to check the progress of manuscript | **Kriteria:**<br>1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014)<br>2.- General guide for scoring Criteria:<br>3.85 - 100 (A)<br>4.80 - 84 (A-)<br>5.75 - 79 (B )<br>6.70 - 74 (B)<br>7.65 - 69 (B-)<br>8.60 - 64 (C )<br>9.55 - 59 (C)<br>10.40 - 49 (D)<br>11.<40 (E)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum | Lecturing Discussion Writing Practice<br>2 X 50 | | **Materi:** The concept of Writing and responding to Reviews<br>**Pustaka:** *Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.* | 5% |
| **6** | To understand the concept of writing and Responding to ReviewsTo Construct the Writing and Responding to Reviews To communicate with the Editor | - to show the correct construction of an introductory paragraph in an essay - to show the correct construction of the body paragraphs in an essay to show the correct construction of a concluding paragraph in an essay - to construct correct requesting and writing an informal review of a colleagues work - to construct writing a peer review to construct a reply to the reviewers reports - to focus only on what need to achieve - to ensure the cover letter is celar and accurate - to make a few changes, describe them in the letter to the editor - to be diplomatic in any emails to check the progress of manuscript | **Kriteria:**<br>1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014)<br>2.- General guide for scoring Criteria:<br>3.85 - 100 (A)<br>4.80 - 84 (A-)<br>5.75 - 79 (B )<br>6.70 - 74 (B)<br>7.65 - 69 (B-)<br>8.60 - 64 (C )<br>9.55 - 59 (C)<br>10.40 - 49 (D)<br>11.<40 (E)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing Discussion Writing Practice<br>2 X 50 | | **Materi:** The concept of Writing and responding to Reviews<br>**Pustaka:** *Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.* | 5% |

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| **7** | To understand the concept of Telephone and Telephone CallsTo implement the concept of Telephone and Telephone Calls | - to indicate the structure of objective preparing for and setting up a phone call - to indicate the structure and typical phrases of a telephone message to prepare conference calls - to implement the structure of objective preparing for and setting up a phone call - to implement the structure and typical phrases of a telephone message to implement the conference calls | **Kriteria:**<br>1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014)<br>2.- General guide for scoring Criteria:<br>3.85 - 100 (A)<br>4.80 - 84 (A-)<br>5.75 - 79 (B )<br>6.70 - 74 (B)<br>7.65 - 69 (B-)<br>8.60 - 64 (C )<br>9.55 - 59 (C)<br>10.40 - 49 (D)<br>11.<40 (E)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing Discussion Writing Practice<br>2 X 50 | | **Materi:** The concept of Telephone and Telephone calls<br>**Pustaka:** *Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.* | 5% |
| **8** | To understand the concept of Telephone and Telephone CallsTo implement the concept of Telephone and Telephone Calls | - to indicate the structure of objective preparing for and setting up a phone call - to indicate the structure and typical phrases of a telephone message to prepare conference calls - to implement the structure of objective preparing for and setting up a phone call - to implement the structure and typical phrases of a telephone message to implement the conference calls | **Kriteria:**<br>1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014)<br>2.- General guide for scoring Criteria:<br>3.85 - 100 (A)<br>4.80 - 84 (A-)<br>5.75 - 79 (B )<br>6.70 - 74 (B)<br>7.65 - 69 (B-)<br>8.60 - 64 (C )<br>9.55 - 59 (C)<br>10.40 - 49 (D)<br>11.<40 (E)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing Discussion Writing Practice<br>2 X 50 | | **Materi:** The concept of Telephone and Telephone calls<br>**Pustaka:** *Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.* | 5% |
| **9** | Midterms test | 1.Students are able to format an Email Correctly, including te subject line, salutation, body, and closing<br>2.students are able to adresses the purpose of the email effectively, whether it's making an inquiry, giving information, or requesting assistance<br>3.Student demonstrates cultural sensitivity by adapting communication to the recipient's cultural norms, if relevant | **Kriteria:**<br>1.Follows a logical structure with a clear introduction, body, and conclusion.<br>2.Addresses the primary purpose or objective of the correspondence accurately<br>3.Communicates ideas clearly and concisely<br>4.Uses appropriate paragraphing and formatting for readability<br>5.Avoids cultural stereotypes or biases<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Project<br>2 X 50 | | **Materi:** Writing An appropriate Email<br>**Pustaka:** *Wallwork, Adrian. 2016. English for Academic Correspondence . Switzerland: Springer* | 0% |
| **10** | To understand how to build a relationship and to decide the level of formality | 1.Students are able to differ formal and informal English in emails<br>2.students are able to adopt an appropriate level of formality when dealing with people of different cultures | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing discussion<br>2x50 | | **Materi:** Building a relationship and to decide the level of formality<br>**Pustaka:** *Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.* | 0% |
| **11** | To understand how to build a relationship and to decide the level of formality | 1.Students are able to differ formal and informal English in emails<br>2.students are able to adopt an appropriate level of formality when dealing with people of different cultures | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing discussion<br>2x50 | | **Materi:** Building a relationship and to decide the level of formality<br>**Pustaka:** *Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.* | 0% |
| **12** | To understand Request and Reply | 1.Students are able to structure and specify request<br>2.Students are able to understand the recipient's viewpoint | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | 2x50 | | **Materi:** Request and Reply<br>**Pustaka:** *Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.* | 0% |
| **13** | To understand Request and Reply | 1.Students are able to structure and specify request<br>2.Students are able to understand the recipient's viewpoint | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | 2x50 | | **Materi:** Request and Reply<br>**Pustaka:** *Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.* | 0% |
| **14** | students are able to develop strong interpersonal communication skills for building relationships and rapport in a business context | 1.Demonstrates active listening skills in written communication<br>2.Responds appropriately and professionally to colleagues, clients, or superiors in written correspondence | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing discussion<br>2x50 | | **Materi:** Building a relationship and to decide the level of formality<br>**Pustaka:** *Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.* | 5% |

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|---|---|---|---|---|---|---|---|
| **15** | students are able to practice active listening and responding appropriately to colleagues, clients, and superiors. | 1. Demonstrates active listening skills in written communication<br>2. Responds appropriately and professionally to colleagues, clients, or superiors in written correspondence | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing discussion<br>2x50 | | **Materi:** Building a relationship and to decide the level of formality<br>**Pustaka:** *Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.* | 5% |
| **16** | Final test | Students are able to write an Appropriate Email with some criterias learned | **Kriteria:**<br>Students understanding based on the indicator<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project<br>2x50 | | **Materi:** Final Test<br>**Pustaka:** *Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.* | 50% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 32.5% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 50% |
| 3. | Penilaian Praktikum | 12.5% |
| 4. | Praktik / Unjuk Kerja | 5% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| English for Business Communication | 7920204301 | Mata Kuliah Pilihan Program Studi | T=3 | P=0 | ECTS=4.77 | 6 | 24 September 2022 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Silvy Cinthia Adelia, M.A. | Lina Purwaning Hartanti, S.Pd., M.EIL. | Dr. Ali Mustofa, S.S., M.Pd. |

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| Model Pembelajaran | Project Based Learning | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | |
| | 1. Sikap | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | 2. Keterampilan Umum | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | 3. Keterampilan Khusus | |
| | 4. Pengetahuan | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | |
| | 1. Being able to produce personal and professional business profile and documents. | |
| | CPMK 1.A | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| | CPMK 1.B | Being able to identify the key components of a well-written personal and professional business profile |
| | CPMK 1.C | Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements |
| | CPMK 1.D | Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients |
| | CPMK 1.E | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents |
| | CPMK 1.F | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| | CPMK 1.G | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| | 2. Being able to apply the principles of appropriate language and effective business communication both written and orally. | |
| | CPMK 2.A | Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients |
| | CPMK 2.B | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents |
| | CPMK 2.C | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| | CPMK 2.D | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| | CPMK 2.E | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| | CPMK 2.F | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| | CPMK 2.G | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| | CPMK 2.H | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| | 3. Being able to show problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement. | |
| | CPMK 3.A | Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements |
| | CPMK 3.B | Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients |
| | CPMK 3.C | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| | CPMK 3.D | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| | CPMK 3.E | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| | CPMK 3.F | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| | CPMK 3.G | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| | CPMK 3.H | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| | CPMK 3.I | Being able to apply reflective practice to enhance their communication skills and strategies in various business contexts |
| | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | |
| | Sub-CPMK1 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| | Sub-CPMK2 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| | Sub-CPMK3 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| | Sub-CPMK4 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| | Sub-CPMK5 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| | Sub-CPMK6 | Being able to identify the key components of a well -written personal and professional business profile |
| | Sub-CPMK7 | Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements |
| | Sub-CPMK8 | Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients |
| | Sub-CPMK9 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| | Sub-CPMK10 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| | Sub-CPMK11 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| | Sub-CPMK12 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| | Sub-CPMK13 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| | Sub-CPMK14 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| | Sub-CPMK15 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| | Sub-CPMK16 | Being able to identify the key components of a well -written personal and professional business profile |
| | Sub-CPMK17 | Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements |
| | Sub-CPMK18 | Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients |
| | Sub-CPMK19 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| | Sub-CPMK20 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| | Sub-CPMK21 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| | Sub-CPMK22 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| | Sub-CPMK23 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| | Sub-CPMK24 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| | Sub-CPMK25 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| | Sub-CPMK26 | Being able to identify the key components of a well -written personal and professional business profile |
| | Sub-CPMK27 | Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements |

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| Sub-CPMK28 | Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients |
| Sub-CPMK29 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK30 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK31 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK32 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| Sub-CPMK33 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| Sub-CPMK34 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| Sub-CPMK35 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK36 | Being able to identify the key components of a well -written personal and professional business profile |
| Sub-CPMK37 | Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements |
| Sub-CPMK38 | Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients |
| Sub-CPMK39 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK40 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK41 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK42 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| Sub-CPMK43 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| Sub-CPMK44 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| Sub-CPMK45 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK46 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK47 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| Sub-CPMK48 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK49 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK50 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| Sub-CPMK51 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK52 | Being able to identify the key components of a well-written personal and professional business profile |
| Sub-CPMK53 | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| Sub-CPMK54 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK55 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK56 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK57 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| Sub-CPMK58 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| Sub-CPMK59 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK60 | Being able to identify the key components of a well-written personal and professional business profile |
| Sub-CPMK61 | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| Sub-CPMK62 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK63 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK64 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK65 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| Sub-CPMK66 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| Sub-CPMK67 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK68 | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| Sub-CPMK69 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK70 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK71 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK72 | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| Sub-CPMK73 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished |
| Sub-CPMK74 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy. and/or managing reputation. |
| Sub-CPMK75 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK76 | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| Sub-CPMK77 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK78 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK79 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK80 | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| Sub-CPMK81 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished |
| Sub-CPMK82 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy. and/or managing reputation. |
| Sub-CPMK83 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK84 | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| Sub-CPMK85 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK86 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK87 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK88 | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| Sub-CPMK89 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| Sub-CPMK90 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished |
| Sub-CPMK91 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| Sub-CPMK92 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK93 | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| Sub-CPMK94 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK95 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK96 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK97 | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| Sub-CPMK98 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| Sub-CPMK99 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished |
| Sub-CPMK100 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| Sub-CPMK101 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK102 | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| Sub-CPMK103 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK104 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK105 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK106 | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| Sub-CPMK107 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| Sub-CPMK108 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished |
| Sub-CPMK109 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| Sub-CPMK110 | Being able to apply reflective practice to enhance their communication skills and strategies in various business contexts |

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| **Deskripsi Singkat MK** | This course aims to empower students with communication skills for a successful career, aligned with SDGs 4 (Quality Education), 8 (Decent Work), 10 (Reduced Inequalities), and 17 (Partnerships). Students hone written and oral abilities in crafting resumes, excelling in interviews, and composing emails. The curriculum explores personal branding, public relation practices, and responsible social media use for career advancement. Through interactive activities, such as role-playing, discussions, and presentations, students gain confidence presenting themselves and their ideas. Assessment focuses on practical application, with projects organized around business documents, company profile presentations, and simulated press releases. By the end of the course, students will possess a strong foundation in business communication, and will be ready to navigate the professional world and contribute to a more inclusive and sustainable future. |
| **Pustaka** | **Utama :**<br>1. 1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.<br>2. 2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.<br>**Pendukung :**<br>1. 1. journals<br>2. 2. newspaper/magazines articles<br>3. 3. video |
| **Dosen Pengampu** | Lina Purwaning Hartanti, S.Pd., M.EIL.<br>Silvy Cinthia Adelia, S.S., M.A. |

| **Mg Ke-** | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | **Penilaian** | | **Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]** | | **Materi Pembelajaran [ Pustaka ]** | **Bobot Penilaian (%)** |
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| | | **Indikator** | **Kriteria & Bentuk** | **Luring (*offline*)** | **Daring (*online*)** | | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** |
| **1** | 1.Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully | 1.To be able to identify the different types and channels of business communication, including written, oral, and digital.<br>2.To be able to develop appropriate communication skills and strategies for different communication types and channels<br>3.To be able to identify the steps in the job search process<br>4.To be able to identify and describe interests and skills<br>5.To be able to read job ads and select job that is the best fit for interests and skills<br>6.To be able to plan personal profile for job application | **Kriteria:**<br>Spoken and Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing, small group discussion<br>3 X 50 | | **Materi:** Features of business communication<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br>**Materi:** Features of business communication<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 5% |
| **2** | 1.Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully | 1.To be able to identify the steps in the job search process<br>2.To be able to identify and describe interests and skills<br>3.To be able to read job ads and select job that is the best fit for interests and skills<br>4.To be able to plan personal profile for job application | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, small group discussion<br>3 X 50 | | **Materi:** Entering Job Market<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br>**Materi:** Entering Job Market<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 5% |

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| **3** | 1. Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2. Being able to identify the key components of a well -written personal and professional business profile<br>3. Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements<br>4. Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients<br>5. Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>6. Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>7. Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>8. Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication<br>9. Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished<br>10. Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1. To be able to develop a comprehensive job application kit that includes a professional LinkedIn profile, portfolio, CV, and cover letter.<br>2. To be able to identify the key elements that make a successful LinkedIn profile, including a professional headshot, a well - written summary, and relevant skills and experience.<br>3. To be able to understand how to effectively showcase their skills and accomplishments through a professional portfolio, including selecting appropriate samples and presenting them in a visually appealing and organized manner.<br>4. To be able to develop a compelling CV that highlights their relevant education, work experience, skills, and achievements, and tailors it to the specific job they are applying for.<br>5. To be able to understand the purpose and structure of a cover letter, and how to craft one that effectively communicates their interest in the job, relevant qualifications, and value they can bring to the organization.<br>6. To be able to use appropriate language and tone in all elements of their job application kit, demonstrating professionalism and attention to detail.<br>7. To be able to understand the importance of tailoring their job application materials to the specific job and company they are applying to, and be able to do so effectively.<br>8. To be able to utilize strategies for managing and organizing their job search, including keeping track of applications, following up with potential employers, and managing job offers and negotiations.<br>9. To be able to develop a strong personal and professional profile that aligns with their career goals and effectively communicates their unique skills and strengths.<br>10. To be able to reflect on their own learning and development throughout the course, identifying areas for improvement and setting goals for ongoing personal and professional growth | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Lecturing, small group discussion, individual project assignment<br>3 X 50 | | **Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 6% |

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| **4** | 1. Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2. Being able to identify the key components of a well -written personal and professional business profile<br>3. Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements<br>4. Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients<br>5. Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>6. Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>7. Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>8. Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication<br>9. Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished<br>10. Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1. To be able to develop a comprehensive job application kit that includes a professional LinkedIn profile, portfolio, CV, and cover letter.<br>2. To be able to identify the key elements that make a successful LinkedIn profile, including a professional headshot, a well - written summary, and relevant skills and experience.<br>3. To be able to understand how to effectively showcase their skills and accomplishments through a professional portfolio, including selecting appropriate samples and presenting them in a visually appealing and organized manner.<br>4. To be able to develop a compelling CV that highlights their relevant education, work experience, skills, and achievements, and tailors it to the specific job they are applying for.<br>5. To be able to understand the purpose and structure of a cover letter, and how to craft one that effectively communicates their interest in the job, relevant qualifications, and value they can bring to the organization.<br>6. To be able to use appropriate language and tone in all elements of their job application kit, demonstrating professionalism and attention to detail.<br>7. To be able to understand the importance of tailoring their job application materials to the specific job and company they are applying to, and be able to do so effectively.<br>8. To be able to utilize strategies for managing and organizing their job search, including keeping track of applications, following up with potential employers, and managing job offers and negotiations.<br>9. To be able to develop a strong personal and professional profile that aligns with their career goals and effectively communicates their unique skills and strengths.<br>10. To be able to reflect on their own learning and development throughout the course, identifying areas for improvement and setting goals for ongoing personal and professional growth | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Lecturing, small group discussion, individual project assignment<br>3 X 50 | | **Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 6% |

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| **5** | 1. Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2. Being able to identify the key components of a well -written personal and professional business profile<br>3. Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements<br>4. Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients<br>5. Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>6. Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>7. Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>8. Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication<br>9. Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished<br>10. Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1. To be able to develop a comprehensive job application kit that includes a professional LinkedIn profile, portfolio, CV, and cover letter.<br>2. To be able to identify the key elements that make a successful LinkedIn profile, including a professional headshot, a well - written summary, and relevant skills and experience.<br>3. To be able to understand how to effectively showcase their skills and accomplishments through a professional portfolio, including selecting appropriate samples and presenting them in a visually appealing and organized manner.<br>4. To be able to develop a compelling CV that highlights their relevant education, work experience, skills, and achievements, and tailors it to the specific job they are applying for.<br>5. To be able to understand the purpose and structure of a cover letter, and how to craft one that effectively communicates their interest in the job, relevant qualifications, and value they can bring to the organization.<br>6. To be able to use appropriate language and tone in all elements of their job application kit, demonstrating professionalism and attention to detail.<br>7. To be able to understand the importance of tailoring their job application materials to the specific job and company they are applying to, and be able to do so effectively.<br>8. To be able to utilize strategies for managing and organizing their job search, including keeping track of applications, following up with potential employers, and managing job offers and negotiations.<br>9. To be able to develop a strong personal and professional profile that aligns with their career goals and effectively communicates their unique skills and strengths.<br>10. To be able to reflect on their own learning and development throughout the course, identifying areas for improvement and setting goals for ongoing personal and professional growth | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Lecturing, small group discussion, individual project assignment<br>3 X 50 | | **Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 6% |

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| **6** | 1. Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2. Being able to identify the key components of a well -written personal and professional business profile<br>3. Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements<br>4. Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients<br>5. Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>6. Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>7. Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>8. Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication<br>9. Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished<br>10. Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1. To be able to develop a comprehensive job application kit that includes a professional LinkedIn profile, portfolio, CV, and cover letter.<br>2. To be able to identify the key elements that make a successful LinkedIn profile, including a professional headshot, a well - written summary, and relevant skills and experience.<br>3. To be able to understand how to effectively showcase their skills and accomplishments through a professional portfolio, including selecting appropriate samples and presenting them in a visually appealing and organized manner.<br>4. To be able to develop a compelling CV that highlights their relevant education, work experience, skills, and achievements, and tailors it to the specific job they are applying for.<br>5. To be able to understand the purpose and structure of a cover letter, and how to craft one that effectively communicates their interest in the job, relevant qualifications, and value they can bring to the organization.<br>6. To be able to use appropriate language and tone in all elements of their job application kit, demonstrating professionalism and attention to detail.<br>7. To be able to understand the importance of tailoring their job application materials to the specific job and company they are applying to, and be able to do so effectively.<br>8. To be able to utilize strategies for managing and organizing their job search, including keeping track of applications, following up with potential employers, and managing job offers and negotiations.<br>9. To be able to develop a strong personal and professional profile that aligns with their career goals and effectively communicates their unique skills and strengths.<br>10. To be able to reflect on their own learning and development throughout the course, identifying areas for improvement and setting goals for ongoing personal and professional growth | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Lecturing, small group discussion, individual project assignment<br>3 X 50 | | **Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 7% |

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| **7** | 1.Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>2.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>3.Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication | 1.To be able to understand the importance of first impressions and body language during the job interview, and develop strategies for projecting a professional and confident image.<br>2.To be able to use appropriate language and tone during the job interview, demonstrating professionalism, active listening, and empathy.<br>3.To be able to develop communication and negotiation skills to address questions about salary, benefits, and job responsibilities during the job interview.<br>4.To be able to understand the importance of nonverbal communication during virtual job interviews, including eye contact, body language, and tone of voice.<br>5.To be able to use reflective practice to analyze and evaluate the outcomes of the job interview, identifying strengths and areas for improvement in their own performance<br>6.To be able to use reflective practice to analyze and evaluate the outcomes of the job interview, identifying strengths and areas for improvement in their own performance | **Kriteria:**<br>Spoken<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, small group discussion, interview practice<br>3 X 50 | | **Materi:** Job Interviews<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Job Interviews<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 7% |
| **8** | 1.Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>2.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>3.Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication | 1.To be able to understand the importance of first impressions and body language during the job interview, and develop strategies for projecting a professional and confident image.<br>2.To be able to use appropriate language and tone during the job interview, demonstrating professionalism, active listening, and empathy.<br>3.To be able to develop communication and negotiation skills to address questions about salary, benefits, and job responsibilities during the job interview.<br>4.To be able to understand the importance of nonverbal communication during virtual job interviews, including eye contact, body language, and tone of voice.<br>5.To be able to use reflective practice to analyze and evaluate the outcomes of the job interview, identifying strengths and areas for improvement in their own performance<br>6.To be able to use reflective practice to analyze and evaluate the outcomes of the job interview, identifying strengths and areas for improvement in their own performance | **Kriteria:**<br>Spoken<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, small group discussion, interview practice<br>3 X 50 | | **Materi:** Job Interviews<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Job Interviews<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 8% |

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| **9** | 1. Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2. Being able to identify the key components of a well-written personal and professional business profile<br>3. Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations<br>4. Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>5. Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>6. Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>7. Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished<br>8. Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1. To be able to identify the essential components of a company profile, including history, mission, values, products/services, and competitive advantage.<br>2. To be able to research and analyze the organization to gather relevant information for the company profile. media campaigns<br>3. To be able to develop a clear and concise draft of the company profile that effectively communicates the organization's message and personality.<br>4. To be able to use appropriate language and tone to convey the organization's brand image and values in the company profile.<br>5. To be able to revise the company profile based on feedback from stakeholders to ensure it meets the communication objectives.<br>6. To be able to edit and proofread the company profile for grammar, spelling, and formatting errors.<br>7. To be able to present the company profile to stakeholders using various communication channels, such as the organization's website, social media, and marketing materials. | **Kriteria:**<br>Product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project based<br>3 X 50 | | **Materi:** Company profile<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Company profile<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 7% |

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| **10** | 1. Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2. Being able to identify the key components of a well-written personal and professional business profile<br>3. Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations<br>4. Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>5. Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>6. Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>7. Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished<br>8. Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1. To be able to identify the essential components of a company profile, including history, mission, values, products/services, and competitive advantage.<br>2. To be able to research and analyze the organization to gather relevant information for the company profile. media campaigns<br>3. To be able to develop a clear and concise draft of the company profile that effectively communicates the organization's message and personality.<br>4. To be able to use appropriate language and tone to convey the organization's brand image and values in the company profile.<br>5. To be able to revise the company profile based on feedback from stakeholders to ensure it meets the communication objectives.<br>6. To be able to edit and proofread the company profile for grammar, spelling, and formatting errors.<br>7. To be able to present the company profile to stakeholders using various communication channels, such as the organization's website, social media, and marketing materials. | **Kriteria:**<br>Product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project based<br>3 X 50 | | **Materi:** Company profile<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Company profile<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 8% |

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| **11** | 1. Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2. Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations<br>3. Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>4. Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>5. Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>6. Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback<br>7. Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished<br>8. Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy. and/or managing reputation. | 1. To be able to understand the role of public relations in business communication and the importance of social media in supporting public relations goals.<br>2. To be able to identify the key elements of a successful social media strategy.<br>3. To be able to analyze trends in social media usage and their impact on public relations<br>4. To be able to create a social media plan that supports the organization's public relations goals. | **Kriteria:**<br>Product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project based<br>3 x 50 | | **Materi:** Public Relation and Social Media<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Public Relation and Social Media<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 7% |

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| **12** | 1.Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2.Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations<br>3.Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>4.Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>5.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>6.Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback<br>7.Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished<br>8.Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy. and/or managing reputation. | 1.To be able to understand the role of public relations in business communication and the importance of social media in supporting public relations goals.<br>2.To be able to identify the key elements of a successful social media strategy.<br>3.To be able to analyze trends in social media usage and their impact on public relations<br>4.To be able to create a social media plan that supports the organization's public relations goals. | **Kriteria:**<br>Product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project based<br>3 x 50 | | **Materi:** Public Relation and Social Media<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Public Relation and Social Media<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 8% |

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| **13** | 1.Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2.Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations<br>3.Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>4.Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>5.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>6.Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback<br>7.Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication<br>8.Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished<br>9.Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1.To be able to develop an effective presentation strategy, including planning, preparation, and delivery.<br>2.To be able to use effective presentation skills, such as voice projection, eye contact, and body language, to engage the audience.<br>3.To be able to compose engaging presentation content, including visual aids, to support the presentation objectives.<br>4.To be able to adapt presentation style and content to suit different audiences and contexts.<br>5.To be able to use appropriate technology and tools to enhance the presentation | **Kriteria:**<br>Product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project based<br>3 x 50 | | **Materi:** Business Presentations<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Business Presentations<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.* | 5% |

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| **14** | 1.Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2.Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations<br>3.Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>4.Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>5.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>6.Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback<br>7.Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication<br>8.Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished<br>9.Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1.To be able to develop an effective presentation strategy, including planning, preparation, and delivery.<br>2.To be able to use effective presentation skills, such as voice projection, eye contact, and body language, to engage the audience.<br>3.To be able to compose engaging presentation content, including visual aids, to support the presentation objectives.<br>4.To be able to adapt presentation style and content to suit different audiences and contexts.<br>5.To be able to use appropriate technology and tools to enhance the presentation | **Kriteria:**<br>Product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project based<br>3 x 50 | | **Materi:** Business Presentations<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Business Presentations<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.* | 5% |

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| **15** | 1.Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2.Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations<br>3.Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>4.Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>5.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>6.Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback<br>7.Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication<br>8.Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished<br>9.Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1.To be able to develop an effective presentation strategy, including planning, preparation, and delivery.<br>2.To be able to use effective presentation skills, such as voice projection, eye contact, and body language, to engage the audience.<br>3.To be able to compose engaging presentation content, including visual aids, to support the presentation objectives.<br>4.To be able to adapt presentation style and content to suit different audiences and contexts.<br>5.To be able to use appropriate technology and tools to enhance the presentation | **Kriteria:**<br>Product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project based<br>3 x 50 | | **Materi:** Business Presentations<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Business Presentations<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.* | 5% |
| **16** | Being able to apply reflective practice to enhance their communication skills and strategies in various business contexts | 1.Develop the ability to reflect on past communication experiences and identify areas for improvement<br>2.Use feedback to identify areas for improvement and adjust communication strategies accordingly.<br>3.To be able to create a plan for ongoing reflective practice that includes setting goals, monitoring progress, and adjusting strategies as needed. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Tes | Reflective practice<br>3 x 50 | | **Materi:** Wrap up reflective<br>**Pustaka:** *1. journals* | 5% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 7.5% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 57.5% |
| 3. | Praktik / Unjuk Kerja | 30% |
| 4. | Tes | 5% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Film Appreciation | 7920202070 | Mata Kuliah Pilihan Program Studi | T=2 | P=0 | ECTS=3.18 | 5 | 13 Agustus 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Dr. Ali Mustofa, S.S, M.Pd | Ephrilia Noor Fitriana, S.Hum., M.Hum | Dr. Ali Mustofa, S.S., M.Pd. |

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|---|---|
| **Model Pembelajaran** | **Project Based Learning** |

**Capaian Pembelajaran (CP)**

| CPL-PRODI yang dibebankan pada MK | |
|---|---|
| **1. Sikap** | |
| CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| **2. Keterampilan Umum** | |
| CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| **3. Keterampilan Khusus** | |
| CPL 3.A | : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. |
| **4. Pengetahuan** | |
| CPL 4.A | Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication |
| CPL 4.B | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |

| Capaian Pembelajaran Mata Kuliah (CPMK) |
|---|
| 1. Critically analyze and interpret films |
| 2. Identify and discuss symbolism and metaphor |
| 3. Evaluate the use of cinematography and visual storytelling |
| 4. Analyze the use of sound and music |
| 5. Understand the cultural and historical context of films |
| 6. Recognize the contributions of diverse voices and perspectives |
| 7. Effectively communicate insights and analyses |
| 8. Engage in meaningful discussions and debates |
| 9. Develop a deeper appreciation for film as an art form |

| Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | |
|---|---|
| Sub-CPMK1 | |
| Sub-CPMK2 | Being able to identify and apply the narrative structures used in films such as linear, non-linear, episodic, and circular, and evaluate the impact of each structure on the audience's experience. |
| Sub-CPMK3 | |
| Sub-CPMK4 | Being able to identify and apply the narrative structures used in films such as linear, non-linear, episodic, and circular, and evaluate the impact of each structure on the audience's experience. |
| Sub-CPMK5 | Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story. |
| Sub-CPMK6 | |
| Sub-CPMK7 | Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story. |
| Sub-CPMK8 | Being able to identify and evaluate the use of different film genres, such as comedy, drama, and horror, and analyze the techniques used to create genre-specific effects. |
| Sub-CPMK9 | |
| Sub-CPMK10 | Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story. |
| Sub-CPMK11 | Being able to identify and evaluate the use of different film genres, such as comedy, drama, and horror, and analyze the techniques used to create genre-specific effects. |
| Sub-CPMK12 | |
| Sub-CPMK13 | Being able to evaluate the use of lighting and color in film to convey emotion and meaning, and analyze the different techniques used to achieve specific lighting and color effects |
| Sub-CPMK14 | |
| Sub-CPMK15 | Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story. |
| Sub-CPMK16 | Being able to evaluate the use of lighting and color in film to convey emotion and meaning, and analyze the different techniques used to achieve specific lighting and color effects |
| Sub-CPMK17 | |
| Sub-CPMK18 | Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story |
| Sub-CPMK19 | Being able to identify and evaluate the use of different film genres, such as comedy, drama, and horror, and analyze the techniques used to create genre-specific effects. |
| Sub-CPMK20 | Being able to evaluate the use of lighting and color in film to convey emotion and meaning, and analyze the different techniques used to achieve specific lighting and color effects |
| Sub-CPMK21 | Being able to analyze and evaluate the use of different types of shots, such as close-ups and long shots, to create meaning and convey emotion |
| Sub-CPMK22 | |
| Sub-CPMK23 | Being able to analyze and evaluate the use of different types of shots, such as close-ups and long shots, to create meaning and convey emotion |
| Sub-CPMK24 | Being able to identify and evaluate the use of camera angles and movement in film to convey emotion and meaning |
| Sub-CPMK25 | |
| Sub-CPMK26 | Being able to analyze and evaluate the use of different types of shots, such as close-ups and long shots, to create meaning and convey emotion |
| Sub-CPMK27 | Being able to identify and evaluate the use of camera angles and movement in film to convey emotion and meaning |
| Sub-CPMK28 | |
| Sub-CPMK29 | Being able to identify and apply the narrative structures used in films such as linear, non-linear, episodic, and circular, and evaluate the impact of each structure on the audience's experience |
| Sub-CPMK30 | Being able to analyze the role of editing in creating pacing and tone in film, and evaluate the use of specific editing techniques such as montage and cross-cutting |
| Sub-CPMK31 | |
| Sub-CPMK32 | Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story. |
| Sub-CPMK33 | Being able to analyze the role of editing in creating pacing and tone in film, and evaluate the use of specific editing techniques such as montage and cross-cutting |
| Sub-CPMK34 | |
| Sub-CPMK35 | Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story |
| Sub-CPMK36 | Being able to identify and evaluate the use of sound elements such as music, dialogue, and sound effects to create atmosphere and emotional impact |
| Sub-CPMK37 | |
| Sub-CPMK38 | Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story |
| Sub-CPMK39 | Being able to identify and evaluate the use of sound elements such as music, dialogue, and sound effects to create atmosphere and emotional impact |
| Sub-CPMK40 | |
| Sub-CPMK41 | Being able to evaluate the use of special effects and computer-generated imagery (CGI) in film, and analyze the impact of these effects on the audience's experience |
| Sub-CPMK42 | |
| Sub-CPMK43 | Evaluate the overall impact of the elements of film language on the audience's emotional response to the film |
| Sub-CPMK44 | Being able to produce short films with respects to the language of cinema, symbolism, metaphor, cinematography, shots, lighting techniques, symbolism, metaphors, and the use of special techniques to convey the emotional impact on the audience |

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| **Deskripsi Singkat MK** | This course provides an introduction to the basic tools of film analysis. We will examine how elements like mise-en-scène, cinematography, editing and sound work together to create meaning in a range of films. We will also examine how these elements are put together in different types of films – narratives, documentaries and experimental cinema – and how films function in society to circulate ideas and ideologies. |
| **Pustaka** | **Utama :**<br>1. 1. Bordwell, David., Thompson, Kristin. 2001. Film Art: An Introduction 6th Edition. New York : McGraw-Hill Book<br>2. 2. Giannetti, Louis. 1976. Understanding Movies 2nd Edition. Prentice-Hall<br>3. 3. Geoffrey Nowell-Smith. 1996. The Oxford History of World Cinema. Oxford University Press<br>**Pendukung :**<br>1. Benyahia, S. Casey, Gaffney, F, and White, J. 2006. As Film Studies: The Essential Introduction. London and New York: Routledge.<br>2. Articles and essays from film journals such as Sight & Sound, Film Comment, and Cahiers du Cinéma<br>3. Doyle, Billy H. 1999. The Ultimate Directory of Film Technicians: a Necrology of Dates and Places of Births and Deaths of More Than 9,000 Producers, screenwriters, Composers, Cinematographers, Art Directors, Costume Designers, Choreographers, Executives, and Publicists. Lanham, Md.: Scarecrow Press<br>4. Thomson, David. 2002. The New Biographical Dictionary of Film. 4th ed. New York: Knopf<br>5. Tibbetts, John C. 2002. The Encyclopedia of Filmmakers. New York : Facts on File |
| **Dosen Pengampu** | Dr. Ali Mustofa, S.S., M.Pd. |

| **Mg Ke-** | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | **Penilaian** | | **Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]** | | **Materi Pembelajaran [ Pustaka ]** | **Bobot Penilaian (%)** |
|---|---|---|---|---|---|---|---|
| | | **Indikator** | **Kriteria & Bentuk** | **Luring (*offline*)** | **Daring (*online*)** | | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** |
| **1** | 1.<br>2.Being able to identify and apply the narrative structures used in films such as linear, non-linear, episodic, and circular, and evaluate the impact of each structure on the audience's experience. | Define film narrative structure and key elements in film appreciation! | **Kriteria:**<br>1.Creativity and Originality<br>2.Story and Plot<br>3.Technical Quality<br>4.Acting and Performance<br>5.Audience Appeal<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline<br>2 X 50 | | **Materi:** Bordwell, David., Thompson, Kristin. 2001. Film Art: An Introduction 6th Edition. New York : McGraw-Hill Book<br>**Pustaka:**<br><br>**Materi:** Giannetti, Louis. 1976. Understanding Movies 2nd Edition. Prentice-Hall<br>**Pustaka:**<br><br>**Materi:** Geoffrey Nowell-Smith. 1996. The Oxford History of World Cinema. Oxford University Press<br>**Pustaka:** | 3% |
| **2** | 1.<br>2.Being able to identify and apply the narrative structures used in films such as linear, non-linear, episodic, and circular, and evaluate the impact of each structure on the audience's experience.<br>3.Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story. | Identify the narrative structures, symbolism, and metaphors in film works | **Kriteria:**<br>1.Creativity and Originality<br>2.Story and Plot<br>3.Technical Quality<br>4.Acting and Performance<br>5.Audience Appeal<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline<br>2 X 50 | | **Materi:** Geoffrey Nowell-Smith. 1996. The Oxford History of World Cinema. Oxford University Press<br>**Pustaka:**<br><br>**Materi:** Giannetti, Louis. 1976. Understanding Movies 2nd Edition. Prentice-Hall<br>**Pustaka:** | 3% |
| **3** | 1.<br>2.Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story.<br>3.Being able to identify and evaluate the use of different film genres, such as comedy, drama, and horror, and analyze the techniques used to create genre-specific effects. | Identify and discuss the symbolism and metaphors in different genres of films | **Kriteria:**<br>1.Relevance to the Genre<br>2.Depth and Complexity<br>3.Visual and Aesthetic Elements<br>4.Character Development<br>5.Narrative Integration<br>6.Cultural and Historical context<br>7.Audience Engagement<br>8.Director's intent<br>9.Comparative Analysis<br>10.Universal vs. Unique Symbols<br>11.Impact on Storytelling<br>12.Emotional Resonance<br>13.Symbolic Evolution<br>14.Interpretation Variety<br>15.Originality and Creativity<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline<br>2 X 50 | | **Materi:** Geoffrey Nowell-Smith. 1996. The Oxford History of World Cinema. Oxford University Press<br>**Pustaka:**<br><br>**Materi:** Giannetti, Louis. 1976. Understanding Movies 2nd Edition. Prentice-Hall<br>**Pustaka:**<br><br>**Materi:** Benyahia, S. Casey, Gaffney, F, and White, J. 2006. As Film Studies: The Essential Introduction. London and New York: Routledge.<br>**Pustaka:** | 3% |

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| **4** | 1.<br>2.Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story.<br>3.Being able to identify and evaluate the use of different film genres, such as comedy, drama, and horror, and analyze the techniques used to create genre-specific effects. | 1.Identify and discuss the symbolism and metaphors in different genres of films<br>2.Present your ideas on cinematography, techniques of dramaturgy, symbolism, metaphors in different genres of films in the form of PPT and short lecture | **Kriteria:**<br>1.Title and Introduction<br>2.Assessment criteria for cinematography : Clarity of explanation, Use of visual examples, Engagement with the audience<br>3.Assessment criteria for dramaturgy : Clarity in presenting dramatics elements, relevance to different genres, Use of compelling film examples<br>4.Assessment criteria for Symbolism : Clear definition of symbolism, Effective use of film examples, Highlighting variations in symbolism between genres<br>5.Assessment criteria for Metaphors : Concise explanation of metaphors, Illustrative film examples, Emphasize genre-specific metaphorical usage<br>6.Assessment criteria for Applying concepts to genre : Clarity in explaining genre-specific applications, Diversity of genres covered, Relevance of chosen film examples<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline<br>2 X 50 | | **Materi:** Geoffrey Nowell-Smith. 1996. The Oxford History of World Cinema. Oxford University Press<br>**Pustaka:**<br><br>**Materi:** Giannetti, Louis. 1976. Understanding Movies 2nd Edition. Prentice-Hall<br>**Pustaka:**<br><br>**Materi:** Benyahia, S. Casey, Gaffney, F, and White, J. 2006. As Film Studies: The Essential Introduction. London and New York: Routledge.<br>**Pustaka:** | 3% |
| **5** | 1.<br>2.Being able to evaluate the use of lighting and color in film to convey emotion and meaning, and analyze the different techniques used to achieve specific lighting and color effects | Identify the lighting and color techniques which reflect special emotional impacts in film making | **Kriteria:**<br>1.Mood and Atmosphere<br>2.Visual Cohesion<br>3.Symbolism and Metaphor<br>4.Character Emphasis<br>5.Contrast and Highlight<br>6.Color Psychology<br>7.Lightning Techniques<br>8.Transitions and Progression<br>9.Audience Engagement<br>10.Cinematic Impact<br>11.Genre Relevance<br>12.Directorial Intent<br>13.Comparative Analysis<br>14.Emotional Resonance<br>15.Originality and Creativity<br>16.Critical Reception<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline<br>2 X 50 | | **Materi:** Bordwell, David., Thompson, Kristin. 2001. Film Art: An Introduction 6th Edition. New York : McGraw-Hill Book<br>**Pustaka:**<br><br>**Materi:** Geoffrey Nowell-Smith. 1996. The Oxford History of World Cinema. Oxford University Press<br>**Pustaka:**<br><br>**Materi:** Giannetti, Louis. 1976. Understanding Movies 2nd Edition. Prentice-Hall<br>**Pustaka:**<br><br>**Materi:** Benyahia, S. Casey, Gaffney, F, and White, J. 2006. As Film Studies: The Essential Introduction. London and New York: Routledge.<br>**Pustaka:** | 3% |
| **6** | 1.<br>2.Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story.<br>3.Being able to evaluate the use of lighting and color in film to convey emotion and meaning, and analyze the different techniques used to achieve specific lighting and color effects | Compare the use of lighting and color effects in different genres of film to convey emotion and meaning | **Kriteria:**<br>1.Creativity and Originality<br>2.Technical Quality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline<br>2 X 50 | | **Materi:** Benyahia, S. Casey, Gaffney, F, and White, J. 2006. As Film Studies: The Essential Introduction. London and New York: Routledge.<br>**Pustaka:**<br><br>**Materi:** Doyle, Billy H. 1999. The Ultimate Directory of Film Technicians: a Necrology of Dates and Places of Births and Deaths of More Than 9,000 Producers, screenwriters, Composers, Cinematographers, Art Directors, Costume Designers, Choreographers, Executives, and Publicists. Lanham, Md.: Scarecrow Press<br>**Pustaka:** | 3% |

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| **7** | 1.<br>2.Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story<br>3.Being able to identify and evaluate the use of different film genres, such as comedy, drama, and horror, and analyze the techniques used to create genre-specific effects.<br>4.Being able to evaluate the use of lighting and color in film to convey emotion and meaning, and analyze the different techniques used to achieve specific lighting and color effects<br>5.Being able to analyze and evaluate the use of different types of shots, such as close-ups and long shots, to create meaning and convey emotion | Evaluate the use of different types of shots, symbolism, metaphors and lighting techniques in different genres of film | **Kriteria:**<br>1.Creativity and Originality<br>2.Story and Plot<br>3.Technical Quality<br>4.Acting and Performance<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline<br>2 X 50 | | **Materi:** Metaphor, Shots, Angle, Lightings, and Symbols<br>**Pustaka:** *Benyahia, S. Casey, Gaffney, F, and White, J. 2006. As Film Studies: The Essential Introduction. London and New York: Routledge.* | 3% |
| **8** | 1.<br>2.Being able to analyze and evaluate the use of different types of shots, such as close-ups and long shots, to create meaning and convey emotion<br>3.Being able to identify and evaluate the use of camera angles and movement in film to convey emotion and meaning | Point out and evaluate the use of camera angles and movement as well as the use of type of shots in different genre of films | **Kriteria:**<br>1.Creativity and Originality<br>2.Story and Plot<br>3.Technical Quality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline<br>2 X 50 | | **Materi:** Camera angle, shots, movements, lightings in many different genres of film(s)<br>**Pustaka:** *Benyahia, S. Casey, Gaffney, F, and White, J. 2006. As Film Studies: The Essential Introduction. London and New York: Routledge.* | 4% |
| **9** | 1.<br>2.Being able to analyze and evaluate the use of different types of shots, such as close-ups and long shots, to create meaning and convey emotion<br>3.Being able to identify and evaluate the use of camera angles and movement in film to convey emotion and meaning | Point out and evaluate the use of camera angles and movement as well as the use of type of shots in different genre of films | **Kriteria:**<br>1.Creativity and Originality<br>2.Story and Plot<br>3.Technical Quality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline<br>2 X 50 | | **Materi:** Camera angle, shots, movements, lightings in many different genres of film(s)<br>**Pustaka:** *Benyahia, S. Casey, Gaffney, F, and White, J. 2006. As Film Studies: The Essential Introduction. London and New York: Routledge.* | 3% |

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| **10** | 1.<br>2.Being able to identify and apply the narrative structures used in films such as linear, non-linear, episodic, and circular, and evaluate the impact of each structure on the audience's experience<br>3.Being able to analyze the role of editing in creating pacing and tone in film, and evaluate the use of specific editing techniques such as montage and cross-cutting | Discuss and evaluate the use of camera angles and movement as well as the use of type of shots in different genre of films in the form of oral presentation | **Kriteria:**<br>1.Creativity and Originality<br>2.Story and Plot<br>3.Technical Quality<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline<br>2 X 50 | | **Materi:** Camera angles, shots: close up, long shots, middle shots, helicopter, God's eye, lightings, movements, performance<br>**Pustaka:** *2. Giannetti, Louis. 1976. Understanding Movies 2nd Edition. Prentice-Hall*<br><br>**Materi:** Camera angles<br>**Pustaka:** *3. Geoffrey Nowell-Smith. 1996. The Oxford History of World Cinema. Oxford University Press*<br><br>**Materi:** Movements and camera angles<br>**Pustaka:** *Benyahia, S. Casey, Gaffney, F, and White, J. 2006. As Film Studies: The Essential Introduction. London and New York: Routledge.*<br><br>**Materi:** Lightings, and mise en scene<br>**Pustaka:** *Articles and essays from film journals such as Sight & Sound, Film Comment, and Cahiers du Cinéma* | 3% |
| **11** | 1.<br>2.Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story.<br>3.Being able to analyze the role of editing in creating pacing and tone in film, and evaluate the use of specific editing techniques such as montage and cross-cutting | 1.Evaluate the use of specific editing techniques such as montage and cross-cutting<br>2.Evaluate the role of editing in creating pacing and tone in film | **Kriteria:**<br>1.Creativity and Originality<br>2.Story and Plot<br>3.Technical Quality<br>4.Performance Technique<br>5.Audience appeal<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline<br>2 X 50 | | **Materi:** Montage, cross cutting<br>**Pustaka:** *3. Geoffrey Nowell-Smith. 1996. The Oxford History of World Cinema. Oxford University Press*<br><br>**Materi:** Pacing and Tone<br>**Pustaka:** *Benyahia, S. Casey, Gaffney, F, and White, J. 2006. As Film Studies: The Essential Introduction. London and New York: Routledge.*<br><br>**Materi:** Editing, montague, cross cutting<br>**Pustaka:** *Articles and essays from film journals such as Sight & Sound, Film Comment, and Cahiers du Cinéma* | 3% |

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| **12** | 1.<br>2.Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story<br>3.Being able to identify and evaluate the use of sound elements such as music, dialogue, and sound effects to create atmosphere and emotional impact | Identify and evaluate the use of sound elements such as music, dialogue, and sound effects in different genres of film | **Kriteria:**<br>1.Creativity and Originality<br>2.Story and Plot<br>3.Technical Quality<br>4.Acting and Performance<br>5.Audience Appeal<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline<br>2 X 50 | | **Materi:** Story and Plot<br>**Pustaka:** *2. Giannetti, Louis. 1976. Understanding Movies 2nd Edition. Prentice-Hall*<br><br>**Materi:** Montague, editing, cutting<br>**Pustaka:** *3. Geoffrey Nowell-Smith. 1996. The Oxford History of World Cinema. Oxford University Press*<br><br>**Materi:** Acting and Performance<br>**Pustaka:** *Benyahia, S. Casey, Gaffney, F, and White, J. 2006. As Film Studies: The Essential Introduction. London and New York: Routledge.*<br><br>**Materi:** Lighting, costumes, setting, acting and performance<br>**Pustaka:** *Articles and essays from film journals such as Sight & Sound, Film Comment, and Cahiers du Cinéma* | 3% |
| **13** | 1.<br>2.Being able to examine the use of symbolism and metaphor in film to create meaning and depth, and evaluate the impact of these devices on the audience's understanding of the story<br>3.Being able to identify and evaluate the use of sound elements such as music, dialogue, and sound effects to create atmosphere and emotional impact | Identify the use of sound elements in creating atmosphere and emotional impacts on different genres of films | **Kriteria:**<br>1.Creativity and Originality<br>2.Story and Plot<br>3.Technical Quality<br>4.Acting and Performance<br>5.Audience Appeal<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | | Online<br>2 X 50 | **Materi:** Montague<br>**Pustaka:** *2. Giannetti, Louis. 1976. Understanding Movies 2nd Edition. Prentice-Hall*<br><br>**Materi:** Story and Plot<br>**Pustaka:** *3. Geoffrey Nowell-Smith. 1996. The Oxford History of World Cinema. Oxford University Press*<br><br>**Materi:** Cutting and Editing<br>**Pustaka:** *Benyahia, S. Casey, Gaffney, F, and White, J. 2006. As Film Studies: The Essential Introduction. London and New York: Routledge.*<br><br>**Materi:** Sound effects, lighting, angle and space<br>**Pustaka:** *Articles and essays from film journals such as Sight & Sound, Film Comment, and Cahiers du Cinéma* | 5% |

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| **14** | 1.<br>2.Being able to evaluate the use of special effects and computer-generated imagery (CGI) in film, and analyze the impact of these effects on the audience's experience | Evaluate the use of special effects and computer=generated imagery (CGI) in different genres of films | **Kriteria:**<br>1.Creativity and Originality<br>2.Story and Plot<br>3.Technical Quality<br>4.Acting and Performance<br>5.Audience Appeal<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | | Online<br>2 X 50 | **Materi:** Sound and other effects<br>**Pustaka:** *3. Geoffrey Nowell-Smith. 1996. The Oxford History of World Cinema. Oxford University Press*<br><br>**Materi:** Lighting, angle, movements and shots<br>**Pustaka:** *Benyahia, S. Casey, Gaffney, F, and White, J. 2006. As Film Studies: The Essential Introduction. London and New York: Routledge.*<br><br>**Materi:** Sight, Sound, editing, movements, cutting, and audience appeal<br>**Pustaka:** *Articles and essays from film journals such as Sight & Sound, Film Comment, and Cahiers du Cinéma* | 5% |
| **15** | 1.<br>2.Evaluate the overall impact of the elements of film language on the audience's emotional response to the film | Evaluate the overall impact of the elements of film language on the audience's emotional response to the film | **Kriteria:**<br>1.Creativity and Originality<br>2.Story and Plot<br>3.Technical Quality<br>4.Acting and Performance<br>5.Audience Appeal<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes | Offline<br>2 X 50 | | **Materi:** Wrap up all materials<br>**Pustaka:** *Articles and essays from film journals such as Sight & Sound, Film Comment, and Cahiers du Cinéma* | 3% |
| **16** | Being able to produce short films with respects to the language of cinema, symbolism, metaphor, cinematography, shots, lighting techniques, symbolism, metaphors, and the use of special techniques to convey the emotional impact on the audience | Produce a short film of specific genre applying the language of cinema, symbolism, metaphors, shots and lighting techniques to convey emotional impact to the audience | **Kriteria:**<br>1.Creativity and Originality<br>2.Story and Plot<br>3.Technical Quality<br>4.Acting and Performance<br>5.Audience Appeal<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja, Tes | Offline<br>2 x 50 | | **Materi:** All materials which have been discussed during the offline and online sessions<br>**Pustaka:** *Articles and essays from film journals such as Sight & Sound, Film Comment, and Cahiers du Cinéma* | 50% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 17.7% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 17.7% |
| 3. | Penilaian Portofolio | 17.7% |
| 4. | Penilaian Praktikum | 11.5% |
| 5. | Praktik / Unjuk Kerja | 17.7% |
| 6. | Tes | 17.7% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Gender Studies | 7920202075 | Mata Kuliah Pilihan Program Studi | T=2 | P=0 | ECTS=3.18 | 5 | 1 Juni 2022 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Pratiwi Retnaningdyah, PhD | Drs. Much. Koiri, M.Si. | Dr. Ali Mustofa, S.S., M.Pd. |

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| Model Pembelajaran | Case Study | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | |
| | 1. Sikap | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | 2. Keterampilan Umum | |
| | CPL 2.A | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | 3. Keterampilan Khusus | |
| | CPL 3.A | : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. |
| | 4. Pengetahuan | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | |
| | 1. being able to analyze sociocultural phenomena using concepts and theories of culture | |
| | 2. being able to evaluate sociocultural phenomena using concepts and theories of culture | |
| | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | |
| | Sub-CPMK1 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK2 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK3 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK4 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK5 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK6 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK7 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK8 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK9 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK10 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK11 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK12 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK13 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK14 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK15 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| | Sub-CPMK16 | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination |
| Deskripsi Singkat MK | The course examines contemporary gender relations in contemporary literary and cultural studies. It also examines the practices of gender in society, everyday lives, the school, the workplace, and the home. To what extent these relationscan be explained in terms of women's and men's choices and to what extent in terms of masculinities and femininities, laws and institutions, and the distribution of power and resources in contemporary society, are key issues to be explored in classes of the course. The ways that ethnicity, 'race' and class modify and give meaning to gender debates in a specific territory and also in an international context will also be a central concern. Gender is encountered in every aspect of people's lives. It informs public debate, legislation, how much money can be earned, the victim of gender inequalities, the possibilities to be exposed to risk and sexual violences in society are also concerns of the course | |
| Pustaka | Utama : | |

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| | 1. Pilcher, J. and Whelehan, I. 2004. Fifty Key Concepts in Gender Studies. London: Sage Publications.<br>2. Selected journal articles |
| | **Pendukung :** |
| | |
| **Dosen Pengampu** | Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.<br>Diana Budi Darma, S.S., M.Pd. |

| **Mg Ke-** | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | **Penilaian** | | **Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]** | | **Materi Pembelajaran [ Pustaka ]** | **Bobot Penilaian (%)** |
|---|---|---|---|---|---|---|---|
| | | **Indikator** | **Kriteria & Bentuk** | **Luring (*offline*)** | **Daring (*online*)** | | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** |
| **1** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | 1. To explain the basic concepts of gender, androcentrism, stereotypes and discrimination<br>2. To use the above concepts in examining various examples of cases in the society. | **Kriteria:**<br>being active asking and answering during the class<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecture, small-group discussion<br>2 X 50 | | **Materi:** the basic concepts of gender, androcentrism, stereotypes and discrimination<br>**Pustaka:** *Pilcher, J. and Whelehan, I. 2004. Fifty Key Concepts in Gender Studies. London: Sage Publications.* | 3% |
| **2** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To attribute values underlying selected materials that address an issue of body politics | **Kriteria:**<br>Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Case study, small-group discussion<br>2 X 50 | | **Materi:** issues of body politic<br>**Pustaka:** *Pilcher, J. and Whelehan, I. 2004. Fifty Key Concepts in Gender Studies. London: Sage Publications.* | 3% |

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| **3** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To attribute values underlying selected materials that address an issue of gender and class in the society | **Kriteria:**<br>Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Case study, small-group discussion<br>2 X 50 | | **Materi:** the nature of gender and its differentiation as well as manifestation in society<br>**Pustaka:** *Selected journal articles* | 3% |
| **4** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To attribute values underlying selected materials that address an issue of domestic division of labour in the society | **Kriteria:**<br>Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Case study, small-group discussion<br>2 X 50 | | **Materi:** the nature of gender and its differentiation<br>**Pustaka:** *Selected journal articles* | 3% |
| **5** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To attribute values underlying selected materials that address an issue of domestic division of labour in the society | **Kriteria:**<br>Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Case study, small-group discussion<br>2 X 50 | | **Materi:** the nature of gender and its differentiation<br>**Pustaka:** *Selected journal articles* | 3% |

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| **6** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To attribute values underlying selected materials that address an issue of domestic division of labour in the society | **Kriteria:**<br>Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Case study, small-group discussion<br>2 X 50 | | **Materi:** the nature of gender and its differentiation<br>**Pustaka:** *Selected journal articles* | 4% |
| **7** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To explain elements of first-wave feminism. | **Kriteria:**<br>Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Lecture, small-group discussion<br>2 X 50 | | **Materi:** the nature of gender and its differentiation as well as manifestation in society<br>**Pustaka:** *Selected journal articles* | 5% |
| **8** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To explain elements of second-wave and third-wave feminisms. | **Kriteria:**<br>Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Lecture, small-group discussion<br>2 X 50 | | **Materi:** the nature of gender and its differentiation as well as manifestation in society<br>**Pustaka:** *Selected journal articles* | 4% |

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| **9** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To produce a short analytical paper that applies a particular gender issue. | **Kriteria:**<br>Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | Essay<br>2 X 50 | | **Materi:** the nature of gender and its differentiation<br>**Pustaka:** *Selected journal articles* | 20% |
| **10** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To attribute values underlying selected materials that address an issue of identity politics in the society. | **Kriteria:**<br>Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Case study, small-group discussion<br>2 X 50 | | **Materi:** the nature of gender and its differentiation<br>**Pustaka:** *Selected journal articles* | 3% |
| **11** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To attribute values underlying selected materials that address an issue of gender, race and ethnicity. | **Kriteria:**<br>Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Case study, small-group discussion<br>2 X 50 | | **Materi:** the nature of gender and its differentiation<br>**Pustaka:** | 3% |

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| **12** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To attribute values underlying selected materials that address an issue of gender in language and media. | **Kriteria:**<br>Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Case study, small-group discussion<br>2 X 50 | | **Materi:** the nature of gender and its differentiation<br>**Pustaka:** *Selected journal articles* | 4% |
| **13** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To attribute values underlying selected materials that address an issue of sexuality in the society. | **Kriteria:**<br>Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Case study, small-group discussion<br>2 X 50 | | **Materi:** the nature of gender and its differentiation<br>**Pustaka:** *Pilcher, J. and Whelehan, I. 2004. Fifty Key Concepts in Gender Studies. London: Sage Publications.* | 4% |
| **14** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To attribute values underlying selected materials that address an issue of gender and space in the society. | **Kriteria:**<br>Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Case study, small-group discussion<br>2 X 50 | | **Materi:** the nature of gender and its differentiation as well as manifestation in society<br>**Pustaka:** *Selected journal articles* | 4% |

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|---|---|---|---|---|---|---|---|
| **15** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To judge inconsistencies of societal standards that address gender issues. | **Kriteria:**<br>Being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Problem-based learning<br>2 X 50 | | **Materi:** the nature of gender and its differentiation<br>**Pustaka:** *Selected journal articles* | 4% |
| **16** | Making more sense of the nature of gender and its differentiation as well as manifestation in societyBeing able to apply some basic concepts of gender and its relations to other field of social and cultural studies research and understand how to relate them into their major studies of literary and cultural studiesHaving the ability to discern the knowledge of gender and its relation to sex, age, race, ethnicity, political concern, sexual orientation, body image, and sexual organBeing responsible to disseminate the knowledge of gender and its concern in their construe with literary and cultural studies research in order to make gender more public and thus it is understood as a cultural product, so that the students are supposed to understand the important of how to protect themselves and others from gender discrimination | To produce a research report of women 19s perception of selected gender issues | **Kriteria:**<br>produce a research report of women 19s perception of selected gender issues and being able to apply some basic concepts of gender and its relations to other field of social and cultural studies research<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Field researchResearch report<br>2 X 50 | | **Materi:** a research report of women 19s perception of selected gender issues<br>**Pustaka:** *Selected journal articles* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 20% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 50.5% |
| 3. | Penilaian Portofolio | 22.5% |
| 4. | Praktik / Unjuk Kerja | 7% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Intepreting Practice | 7920202088 | Translation | T=2 | P=0 | ECTS=3.18 | 6 | 21 Februari 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Silvy Cinthia Adelia, S.S., M.A. | Dr. Widyastuti, M.Pd. | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to develop proficiency in simultaneous and consecutive interpreting modes and apply appropriate interpreting techniques and strategies to various contexts, including legal, medical, and community interpreting. | |
| | CPMK 1.A | Being able to understand the fundamental principles and skills of interpreting, including the different types of interpreting and the skills and knowledge required for success. |
| | CPMK 1.B | Being able to develop proficiency in consecutive interpreting, including note-taking, memory retention, and accurate translation of speeches or lectures. |
| | CPMK 1.C | Being able to develop proficiency in simultaneous interpreting, including the ability to listen, analyze, and translate in real-time. |
| | CPMK 1.D | Being able to apply appropriate interpreting techniques and strategies to various contexts. |
| | CPMK 1.E | Being able to understand the specialized field of interpreting |
| | CPMK 1.F | Being able to use appropriate tone and style in written and spoken English, including formality, politeness, and level of formality. |
| | 2. Being able to demonstrate effective communication skills in interpreting contexts, including managing interactions with clients, colleagues, and other stakeholders. | |
| | CPMK 2.A | Being able to understand and manage the ethical responsibilities of the interpreting profession, including issues of confidentiality, impartiality, and cultural competence. |
| | CPMK 2.B | Being able to understand the impact of cultural and linguistic differences in interpreting, and demonstrate effective communication skills in interpreting contexts, including managing interactions with clients, colleagues, and other stakeholders. |
| | 3. Being able to develop critical thinking and problem-solving skills in interpreting scenarios. | |
| | CPMK 3.A | Being able to develop critical thinking and problem-solving skills in interpreting scenarios, including the ability to adapt to unexpected challenges or changes in the interpreting environment. |
| | CPMK 3.B | Being able to develop reflective practice skills, including the ability to analyze and evaluate interpreting performances, provide constructive feedback, and identify areas for personal and professional development. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | LLO 1 Being able to understand the fundamental principles and skills of interpreting, including the different types of interpreting and the skills and knowledge required for success. LLO 5 Being able to understand and manage the ethical responsibilities of the interpreting profession, including issues of confidentiality, impartiality, and cultural competence |
| | Sub-CPMK2 | LLO 4 Being able to apply appropriate interpreting techniques and strategies to various contexts LLO6 develop critical thinking and problem-solving skills in interpreting scenarios, including the ability to adapt to unexpected challenges or changes in the interpreting environment LLO 10 Being able to use appropriate tone and style in written and spoken English, including formality, politeness, and level of formality. |
| | Sub-CPMK3 | LLO 4 Being able to apply appropriate interpreting techniques and strategies to various contexts LLO6 develop critical thinking and problem-solving skills in interpreting scenarios, including the ability to adapt to unexpected challenges or changes in the interpreting environment LLO 10 Being able to use appropriate tone and style in written and spoken English, including formality, politeness, and level of formality. |
| | Sub-CPMK4 | LLO9 Being able to develop reflective practice skills, including the ability to analyze and evaluate interpreting performances, provide constructive feedback, and identify areas for personal and professional development |
| | Sub-CPMK5 | · To understand the concept of diction/registers in translation and interpreting |
| | Sub-CPMK6 | · To understand the concept of diction/registers in translation and interpreting |
| | Sub-CPMK7 | · To apply the concept of diction/register in the sentences |
| | Sub-CPMK8 | · To apply the concept of diction/register in the sentences |
| | Sub-CPMK9 | Analyze and evaluate interpreting performances using reflective practice skills, and identify areas for personal and professional development. |
| | Sub-CPMK10 | being able to implement different interpreting techniques: consecutive, simultaneous translation, and sight translation |
| | Sub-CPMK11 | being able to implement different interpreting techniques: consecutive, simultaneous translation, and sight translation |
| | Sub-CPMK12 | being able to understand cultural nuances and context to provide accurate and culturally sensitive interpretations. |
| | Sub-CPMK13 | being able to understand cultural nuances and context to provide accurate and culturally sensitive interpretations. |
| | Sub-CPMK14 | being able to apply basic interpretation using technology |
| | Sub-CPMK15 | being able to apply basic interpretation using technology |
| | Sub-CPMK16 | Analyze and evaluate interpreting performances using reflective practice skills, and identify areas for personal and professional development. |
| | Sub-CPMK17 | being able to implement different interpreting techniques: consecutive, simultaneous translation, and sight translation |
| | Sub-CPMK18 | familiarity with interpreting equipment and software. |
| **Deskripsi Singkat MK** | This course provides an introduction to the interpreting profession and covers the fundamental principles and skills required for success in the field. Students will learn about the different types of interpreting, including consecutive and simultaneous interpreting, and develop proficiency in both modes of interpretation. The course will also cover appropriate interpreting techniques and strategies for various contexts, including legal, medical, and community interpreting. This course uses Project-Based method of learning. | |
| **Pustaka** | **Utama :** | |
| | 1. 1. Corsellis, Ann. Public Service Interpreting: The First Steps. Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. Interpretation: Techniques and Exercises. Canada: Multilingual Matters Ltd, 2005.<br>2. 1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge | |
| | **Pendukung :** | |
| | 1. YouTube video and handouts | |
| **Dosen Pengampu** | Silvy Cinthia Adelia, S.S., M.A. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **1** | LLO 1 Being able to understand the fundamental principles and skills of interpreting, including the different types of interpreting and the skills and knowledge required for success. LLO 5 Being able to understand and manage the ethical responsibilities of the interpreting profession, including issues of confidentiality, impartiality, and cultural competence | - Identify and describe the different types of interpreting, including consecutive and simultaneous interpreting, and explain the differences between them. - Demonstrate an understanding of the importance of ethical principles in interpreting, including the ability to identify and explain the key ethical principles that underpin the profession. | **Kriteria:**<br>Criteria: Spoken Form: Observation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, Discussion, Question and answer<br>2 X 50 | | **Materi:** Introduction to Interpreting<br>**Pustaka:** *1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge* | 4% |
| **2** | LLO 4 Being able to apply appropriate interpreting techniques and strategies to various contexts LLO6 develop critical thinking and problem-solving skills in interpreting scenarios, including the ability to adapt to unexpected challenges or changes in the interpreting environment LLO 10 Being able to use appropriate tone and style in written and spoken English, including formality, politeness, and level of formality. | - Demonstrate the ability to shadow a speaker, which involves listening to the speaker and repeating their words in the target language almost simultaneously. - Develop proficiency in interpreting numbers, including dates, times, phone numbers, and addresses, with accuracy and clarity. - Develop the ability to use memory techniques to recall information accurately in interpreting, such as chunking, visualization, and association. | **Kriteria:**<br>Criteria: Spoken Form: Observation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing, group discussion, question answer<br>2 X 50 | | **Materi:** Interpreting Techniques and Strategies<br>**Pustaka:** *1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge* | 4% |
| **3** | LLO 4 Being able to apply appropriate interpreting techniques and strategies to various contexts LLO6 develop critical thinking and problem-solving skills in interpreting scenarios, including the ability to adapt to unexpected challenges or changes in the interpreting environment LLO 10 Being able to use appropriate tone and style in written and spoken English, including formality, politeness, and level of formality. | - Demonstrate the ability to shadow a speaker, which involves listening to the speaker and repeating their words in the target language almost simultaneously. - Develop proficiency in interpreting numbers, including dates, times, phone numbers, and addresses, with accuracy and clarity. - Develop the ability to use memory techniques to recall information accurately in interpreting, such as chunking, visualization, and association. | **Kriteria:**<br>Criteria: Spoken Form: Observation<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, group discussion, question answer<br>2 X 50 | | **Materi:** Interpreting Techniques and Strategies<br>**Pustaka:** *1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge* | 4% |
| **4** | LLO9 Being able to develop reflective practice skills, including the ability to analyze and evaluate interpreting performances, provide constructive feedback, and identify areas for personal and professional development | Analyze and evaluate interpreting performances using reflective practice skills, and identify areas for personal and professional development. | **Kriteria:**<br>1.clarity and understanding<br>2.Analysis and Critical Thinking<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja, Tes | discussion, question and answer<br>2 X 50 | | **Materi:** Reflective Practice<br>**Pustaka:** *YouTube video and handouts* | 4% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **5** | · To understand the concept of diction/registers in translation and interpreting | - To be able to identify key points and ideas, make connections, and organize information effectively - To use different types of note-taking techniques, including linear and non-linear methods, and choose the most appropriate technique for the situation. - Demonstrate the ability to take accurate and concise notes during consecutive interpreting, including the ability to capture main ideas, supporting details, and key vocabulary. - Develop the ability to use symbols and abbreviations effectively in note-taking, including the ability to create a personal shorthand system that is efficient and easy to understand. - Demonstrate an understanding of how to review and revise notes after the interpreting session, including the ability to clarify and expand on information and make connections between different parts of the discourse. | **Kriteria:**<br>Criteria: Written Form: Rubric<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio, Penilaian Praktikum, Praktik / Unjuk Kerja | Project-Based<br>2 X 50 | | **Materi:** Consecutive Interpreting (note taking)<br>**Pustaka:** *1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge* | 5% |
| **6** | · To understand the concept of diction/registers in translation and interpreting | - To be able to identify key points and ideas, make connections, and organize information effectively - To use different types of note-taking techniques, including linear and non-linear methods, and choose the most appropriate technique for the situation. - Demonstrate the ability to take accurate and concise notes during consecutive interpreting, including the ability to capture main ideas, supporting details, and key vocabulary. - Develop the ability to use symbols and abbreviations effectively in note-taking, including the ability to create a personal shorthand system that is efficient and easy to understand. - Demonstrate an understanding of how to review and revise notes after the interpreting session, including the ability to clarify and expand on information and make connections between different parts of the discourse. | **Kriteria:**<br>Criteria: Written Form: Rubric<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum | Project-Based<br>2 X 50 | | **Materi:** Consecutive Interpreting (note taking)<br>**Pustaka:** *1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge* | 5% |
| **7** | · To apply the concept of diction/register in the sentences | · To solve questions on diction/registers | **Kriteria:**<br>Content Understanding<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Small group discussion<br>Contextual instruction<br>2 X 50 | | **Materi:** diction/register<br>**Pustaka:** *1. Corsellis, Ann. Public Service Interpreting: The First Steps. Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. Interpretation: Techniques and Exercises. Canada: Multilingual Matters Ltd, 2005.* | 5% |
| **8** | · To apply the concept of diction/register in the sentences | · To solve questions on diction/registers | **Kriteria:**<br>1.Content Understanding<br>2.Analysis and Critical Thinking<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Small group discussion<br>Contextual instruction<br>2 X 50 | | **Materi:** diction and registers<br>**Pustaka:** *YouTube video and handouts* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **9** | Analyze and evaluate interpreting performances using reflective practice skills, and identify areas for personal and professional development. | Analyze and evaluate interpreting performances using reflective practice skills, and identify areas for personal and professional development. | **Kriteria:**<br>Analysis and Critical Thinking: Demonstrates strong analytical and critical thinking skills. Engages with the topic, explores complexities, and offers thoughtful analysis.<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | project based<br>2x50 | | **Materi:** cultural nuances and context<br>**Pustaka:** *1. Lee, S. (2017). The interpreter's notebook. Routledge. 2. Chen, H. H. (2014). Teaching interpreting and interpreter training: Challenges and innovations. Routledge. 3. Gillies, A. (2005). Note-taking for consecutive interpreting: A short course. St. Jerome Publishing. 4. Pöchhacker, F. (2016). Introducing interpreting studies. Routledge* | 5% |
| **10** | being able to implement different interpreting techniques: consecutive, simultaneous translation, and sight translation | being able to implement different interpreting techniques: consecutive, simultaneous translation, and sight translation | **Kriteria:**<br>1.Content Understanding: different interpreting techniques: consecutive, simultaneous translation, and sight translation<br>2.Critical Thinking and Analysis<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | lecturing<br>group discussion<br>2x50 | | **Materi:** interpreting techniques: consecutive, simultaneous translation, and sight translation<br>**Pustaka:** *YouTube video and handouts* | 4% |
| **11** | being able to implement different interpreting techniques: consecutive, simultaneous translation, and sight translation | being able to implement different interpreting techniques: consecutive, simultaneous translation, and sight translation | **Kriteria:**<br>Content Understanding: different interpreting techniques: consecutive, simultaneous translation, and sight translation<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | lecturing<br>group discussion<br>2x50 | | **Materi:** interpreting techniques: consecutive, simultaneous translation, and sight translation<br>**Pustaka:** *1. Corsellis, Ann. Public Service Interpreting: The First Steps. Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. Interpretation: Techniques and Exercises. Canada: Multilingual Matters Ltd, 2005.* | 5% |
| **12** | being able to understand cultural nuances and context to provide accurate and culturally sensitive interpretations. | being able to understand cultural nuances and context to provide accurate and culturally sensitive interpretations. | **Kriteria:**<br>Analysis and Critical Thinking<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | lecturing<br>group discussion<br>note-taking<br>2x50 | | **Materi:** interpretations cultural nuances<br>**Pustaka:** *1. Corsellis, Ann. Public Service Interpreting: The First Steps. Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. Interpretation: Techniques and Exercises. Canada: Multilingual Matters Ltd, 2005.* | 5% |
| **13** | being able to understand cultural nuances and context to provide accurate and culturally sensitive interpretations. | being able to understand cultural nuances and context to provide accurate and culturally sensitive interpretations. | **Kriteria:**<br>Analysis and Critical Thinking<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | group discussion<br>presentation<br>2x50 | | **Materi:** interpretations cultural nuances<br>**Pustaka:** *1. Corsellis, Ann. Public Service Interpreting: The First Steps. Hampshire: Palgrave Macmillan, 2008. 2. Nolan, James. Interpretation: Techniques and Exercises. Canada: Multilingual Matters Ltd, 2005.* | 5% |
| **14** | being able to apply basic interpretation using technology | understand and be able to use interpreting equipment and software. | **Kriteria:**<br>being able to use interpreting technology<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecturing<br>practice<br>2x50 | | **Materi:** interpreting devices and software<br>**Pustaka:** *YouTube video and handouts* | 5% |
| **15** | being able to apply basic interpretation using technology | understand and be able to use interpreting equipment and software. | **Kriteria:**<br>being able to use technology to interpret<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecturing<br>practice<br>2x50 | | **Materi:** interpreting devices and software<br>**Pustaka:** *YouTube video and handouts* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **16** | 1.Analyze and evaluate interpreting performances using reflective practice skills, and identify areas for personal and professional development.<br>2.being able to implement different interpreting techniques: consecutive, simultaneous translation, and sight translation<br>3.familiarity with interpreting equipment and software. | being able to apply a basic English interpretation capability | **Kriteria:**<br>1.Content Understanding<br>2.Critical Thinking and Analysis<br>3.Language and Mechanics<br><br>**Bentuk Penilaian** :<br>Tes | final test<br>2x50 | | **Materi:** text<br>**Pustaka:** *YouTube video and handouts* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 17.33% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 11.67% |
| 3. | Penilaian Portofolio | 3.34% |
| 4. | Penilaian Praktikum | 3.34% |
| 5. | Praktik / Unjuk Kerja | 33% |
| 6. | Tes | 31.33% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Language and the Internet | 7920202291 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 6 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | **2. Keterampilan Umum** | |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. being able to Analyze how digital platforms shape language use and communication practices. | |
| | 2. being able to Identify and describe various linguistic phenomena emerging from internet communication | |
| | 3. being able to Evaluate the effects of social media on language evolution and language communities. | |
| | 4. being able to Conduct research on a specific aspect of language use in online environments. | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | students will be able to Identify key features of digital discourse. |
| | Sub-CPMK2 | students will be able to Compare digital and traditional discourse |
| | Sub-CPMK3 | students will be able to Identify key features of digital discourse. |
| | Sub-CPMK4 | students will be able to Compare digital and traditional discourse |
| | Sub-CPMK5 | students will be able to Identify key features of digital discourse. |
| | Sub-CPMK6 | students will be able to Compare digital and traditional discourse |
| | Sub-CPMK7 | students will be able to Identify key features of digital discourse. |
| | Sub-CPMK8 | students will be able to Compare digital and traditional discourse |
| | Sub-CPMK9 | students will be able to Recognize language variations |
| | Sub-CPMK10 | students will be able to Analyze language change examples |
| | Sub-CPMK11 | students will be able to Recognize language variations |
| | Sub-CPMK12 | students will be able to Analyze language change examples |
| | Sub-CPMK13 | students will be able to Recognize language variations |
| | Sub-CPMK14 | students will be able to Analyze language change examples |
| | Sub-CPMK15 | students will be able to Recognize language variations |
| | Sub-CPMK16 | students will be able to Analyze language change examples |
| | Sub-CPMK17 | students will be able to Explore the influence of social media on identity |
| | Sub-CPMK18 | students will be able to Assess language use for identity expression |
| | Sub-CPMK19 | students will be able to Explore the influence of social media on identity |
| | Sub-CPMK20 | students will be able to Assess language use for identity expression |
| | Sub-CPMK21 | students will be able to Explore the influence of social media on identity |
| | Sub-CPMK22 | students will be able to Assess language use for identity expression |
| | Sub-CPMK23 | students will be able to Explore the influence of social media on identity |
| | Sub-CPMK24 | students will be able to Assess language use for identity expression |
| | Sub-CPMK25 | students will be able to Explore the influence of social media on identity |
| | Sub-CPMK26 | students will be able to Assess language use for identity expression |
| | Sub-CPMK27 | students will be able to Formulate research questions |
| | Sub-CPMK28 | students will be able to Design a research project. |
| | Sub-CPMK29 | students will be able to Formulate research questions |
| | Sub-CPMK30 | students will be able to Design a research project. |
| **Deskripsi Singkat MK** | This course explores the dynamic relationship between language and digital communication. Students will analyze how the internet transforms language use, including the emergence of new linguistic forms, communication styles, and social practices. Topics include digital discourse, language variation, and the impact of social media on language change. | |
| **Pustaka** | **Utama :** | |
| | 1. Gee, J. P. (2014). How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.<br>2. Herring, S. C. (2001). Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication, 7(4). | |
| | **Pendukung :** | |
| | 1. journal | |
| **Dosen Pengampu** | | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | 1.students will be able to Identify key features of digital discourse.<br>2.students will be able to Compare digital and traditional discourse | 1.Successfully identifies and lists at least 5 features in discussions or analyses.<br>2.Provides a thorough comparison that highlights at least 3 differences in structure or language | **Kriteria:**<br>1.Participation in Discussions<br>2.Written Analysis of a Digital Text<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Digital Discourse Analysis<br>**Pustaka:** *Herring, S. C. (2001). Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication, 7(4).* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **2** | 1.students will be able to Identify key features of digital discourse.<br>2.students will be able to Compare digital and traditional discourse | 1.Successfully identifies and lists at least 5 features in discussions or analyses.<br>2.Provides a thorough comparison that highlights at least 3 differences in structure or language | **Kriteria:**<br>1.Participation in Discussions<br>2.Written Analysis of a Digital Text<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Digital Discourse Analysis<br>**Pustaka:** *Herring, S. C. (2001). Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication, 7(4).* | 5% |
| **3** | 1.students will be able to Identify key features of digital discourse.<br>2.students will be able to Compare digital and traditional discourse | 1.Successfully identifies and lists at least 5 features in discussions or analyses.<br>2.Provides a thorough comparison that highlights at least 3 differences in structure or language | **Kriteria:**<br>1.Participation in Discussions<br>2.Written Analysis of a Digital Text<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Digital Discourse Analysis<br>**Pustaka:** *Herring, S. C. (2001). Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication, 7(4).* | 5% |
| **4** | 1.students will be able to Identify key features of digital discourse.<br>2.students will be able to Compare digital and traditional discourse | 1.Successfully identifies and lists at least 5 features in discussions or analyses.<br>2.Provides a thorough comparison that highlights at least 3 differences in structure or language | **Kriteria:**<br>1.Participation in Discussions<br>2.Written Analysis of a Digital Text<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Digital Discourse Analysis<br>**Pustaka:** *Herring, S. C. (2001). Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication, 7(4).* | 5% |
| **5** | 1.students will be able to Recognize language variations<br>2.students will be able to Analyze language change examples | 1.Accurately identifies at least 3 variations in an online context.<br>2.Provides 2 clear examples of language change with explanations. | **Kriteria:**<br>1.Group Presentation: content knowledge, visual aid, team collaboration<br>2.Reflection Paper: Personal Insight, Course Connection, Writing Quality<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Language Variation and Change<br>**Pustaka:** *Gee, J. P. (2014). How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.* | 5% |
| **6** | 1.students will be able to Recognize language variations<br>2.students will be able to Analyze language change examples | 1.Accurately identifies at least 3 variations in an online context.<br>2.Provides 2 clear examples of language change with explanations. | **Kriteria:**<br>1.Group Presentation: content knowledge, visual aid, team collaboration<br>2.Reflection Paper: Personal Insight, Course Connection, Writing Quality<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Language Variation and Change<br>**Pustaka:** *Gee, J. P. (2014). How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.* | 5% |
| **7** | 1.students will be able to Recognize language variations<br>2.students will be able to Analyze language change examples | 1.Accurately identifies at least 3 variations in an online context.<br>2.Provides 2 clear examples of language change with explanations. | **Kriteria:**<br>1.Group Presentation: content knowledge, visual aid, team collaboration<br>2.Reflection Paper: Personal Insight, Course Connection, Writing Quality<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Language Variation and Change<br>**Pustaka:** *Gee, J. P. (2014). How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.* | 5% |
| **8** | 1.students will be able to Recognize language variations<br>2.students will be able to Analyze language change examples | 1.Accurately identifies at least 3 variations in an online context.<br>2.Provides 2 clear examples of language change with explanations. | **Kriteria:**<br>1.Group Presentation: content knowledge, visual aid, team collaboration<br>2.Reflection Paper: Personal Insight, Course Connection, Writing Quality<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Language Variation and Change<br>**Pustaka:** *Gee, J. P. (2014). How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.* | 5% |
| **9** | 1.students will be able to Explore the influence of social media on identity<br>2.students will be able to Assess language use for identity expression | 1.Provides examples from at least 2 different social media platforms.<br>2.Analyzes language use in 1 specific community | **Kriteria:**<br>1.Depth of Analysis<br>2.Research Quality<br>3.Critical Thinking<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Social Media and Linguistic Identity<br>**Pustaka:** *Gee, J. P. (2014). How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.* | 5% |
| **10** | 1.students will be able to Explore the influence of social media on identity<br>2.students will be able to Assess language use for identity expression | 1.Provides examples from at least 2 different social media platforms.<br>2.Analyzes language use in 1 specific community | **Kriteria:**<br>1.Depth of Analysis<br>2.Research Quality<br>3.Critical Thinking<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Social Media and Linguistic Identity<br>**Pustaka:** *Gee, J. P. (2014). How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **11** | 1.students will be able to Explore the influence of social media on identity<br>2.students will be able to Assess language use for identity expression | 1.Provides examples from at least 2 different social media platforms.<br>2.Analyzes language use in 1 specific community | **Kriteria:**<br>1.Depth of Analysis<br>2.Research Quality<br>3.Critical Thinking<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Social Media and Linguistic Identity<br>**Pustaka:** *Gee, J. P. (2014). How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.* | 5% |
| **12** | 1.students will be able to Explore the influence of social media on identity<br>2.students will be able to Assess language use for identity expression | 1.Provides examples from at least 2 different social media platforms.<br>2.Analyzes language use in 1 specific community | **Kriteria:**<br>1.Depth of Analysis<br>2.Research Quality<br>3.Critical Thinking<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Social Media and Linguistic Identity<br>**Pustaka:** *Gee, J. P. (2014). How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.* | 5% |
| **13** | 1.students will be able to Explore the influence of social media on identity<br>2.students will be able to Assess language use for identity expression | 1.Provides examples from at least 2 different social media platforms.<br>2.Analyzes language use in 1 specific community | **Kriteria:**<br>1.Depth of Analysis<br>2.Research Quality<br>3.Critical Thinking<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Social Media and Linguistic Identity<br>**Pustaka:** *Gee, J. P. (2014). How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.* | 5% |
| **14** | 1.students will be able to Formulate research questions<br>2.students will be able to Design a research project. | 1.Develops at least 3 clear and focused research questions.<br>2.Proposes a feasible methodology and explains its appropriateness | **Kriteria:**<br>1.Clearly articulates at least 2 research questions<br>2.Provides a rationale for the chosen methodology.<br>3.Shows extensive understanding of the topic<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Research Methods in Language Studies<br>**Pustaka:** *Herring, S. C. (2001). Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication, 7(4).* | 5% |
| **15** | 1.students will be able to Formulate research questions<br>2.students will be able to Design a research project. | 1.Develops at least 3 clear and focused research questions.<br>2.Proposes a feasible methodology and explains its appropriateness | **Kriteria:**<br>1.Clearly articulates at least 2 research questions<br>2.Provides a rationale for the chosen methodology.<br>3.Shows extensive understanding of the topic<br><br>**Bentuk Penilaian** :<br>Tes | offline<br>2x50 | | **Materi:** Research Methods in Language Studies<br>**Pustaka:** *Herring, S. C. (2001). Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication, 7(4).* | 5% |
| **16** | | | **Bentuk Penilaian** :<br>Tes | | | | 25% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Tes | 100% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Language at Workplace | 7920202292 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 6 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Lina Purwaning Hartanti, S.Pd., M.EIL. | Lina Purwaning Hartanti, S.Pd., M.EIL. | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Project Based Learning** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication |
| | CPL 4.B | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. being able to apply language skills and cultural awareness to excel in a professional workplace | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | To understand the area of language at workplace |
| | Sub-CPMK2 | 1. Use the right expressions to introduce yourself at the workplace;2. Greet, introduce and interact with people who visit your organisation in an appropriate manner;3. Identify topics suitable for making small talk; and4. Describe your company and profession to effectively project a positive image. |
| | Sub-CPMK3 | Use the right expressions to introduce yourself at the workplaceGreet, introduce and interact with people who visit your organisation in an appropriate manner;Identify topics suitable for making small talk; Describe your company and profession to effectively project a positive image. |
| | Sub-CPMK4 | Communicate effectively on the telephone by answering business calls and handling enquiries in a positive and professional manner;2. Give accurate information, and leave or take messages by phone; and3. State the common dos and donts when using the telephone at the workplace. |
| | Sub-CPMK5 | 1. Use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressingagreement and disagreement, and making suggestions; 2. Describe effective ways of communicating your thoughts and ideas to a group of people; and 3. Identify and explain the nuances in the English sound system. |
| | Sub-CPMK6 | 1. Use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressingagreement and disagreement, and making suggestions;2. Describe effective ways of communicating your thoughts and ideas to a group of people; and3. Identify and explain the nuances in the English sound system. |
| | Sub-CPMK7 | 1. Use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressingagreement and disagreement, and making suggestions;2. Describe effective ways of communicating your thoughts and ideas to a group of people; and3. Identify and explain the nuances in the English sound system. |
| | Sub-CPMK8 | 1. Use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressingagreement and disagreement, and making suggestions;2. Describe effective ways of communicating your thoughts and ideas to a group of people; and3. Identify and explain the nuances in the English sound system. |
| | Sub-CPMK9 | developing skills in writing professional emails, reports, memos, and other business documents |
| | Sub-CPMK10 | developing skills in writing professional emails, reports, memos, and other business documents |
| | Sub-CPMK11 | developing skills in writing professional emails, reports, memos, and other business documents |
| | Sub-CPMK12 | developing skills in writing professional emails, reports, memos, and other business documents |
| | Sub-CPMK13 | being able to communicate effectively with colleagues from diverse cultural background |
| | Sub-CPMK14 | being able to communicate effectively with colleagues from diverse cultural background |
| | Sub-CPMK15 | being able to communicate effectively with colleagues from diverse cultural background |
| | Sub-CPMK16 | being able to communicate effectively with colleagues from diverse cultural background |
| **Deskripsi Singkat MK** | Language at Workplace course is designed to equip individuals with the necessary language and communication skills to effectively communicate in a professional setting. The course covers a wide range of topics, including business vocabulary, email writing, presentations, meetings, negotiations, and customer service. The goal of this course is to help participants develop the confidence and competence to communicate effectively in English in a variety of business situations, thereby enhancing their employability and professional growth. The course is suitable for people with intermediate to advanced English language proficiency. | |
| **Pustaka** | **Utama :** | |
| | 1. Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/10.4324/9781315690001 Holmes, J. (2014). Power and Politeness in the Workplace. In *Power and Politeness in the Workplace* . https://doi.org/10.4324/9781315839189<br>Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.<br>Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.<br>Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press. | |
| | **Pendukung :** | |
| **Dosen Pengampu** | | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | To understand the area of language at workplace | 1.To explain the business English<br>2.To distinguish between language used in general and professional setting | **Kriteria:**<br>There will be three assessments: Classroom Participation : 20%<br>Presentation and mid-term test : 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion, Presentation, Question-Answer<br>2 X 50 | | **Materi:** language at workplace<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 3% |

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|---|---|---|---|---|---|---|---|
| **2** | 1. Use the right expressions to introduce yourself at the workplace;2. Greet, introduce and interact with people who visit your organisation in an appropriate manner;3. Identify topics suitable for making small talk; and4. Describe your company and profession to effectively project a positive image. | 1. Able to greet, introduce and interact with people who visit your organisation in an appropriate manner;<br>2. Able to choose topics suitable for making small talk; and<br>3. Able to explain about your company and profession to effectively project a positive image. | **Kriteria:**<br>Classroom Participation : 20%<br>Presentation and mid-term test : 20%<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Presentation, Discussion, Question-Answer<br>4 X 50 | | **Materi:** language at workplace<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 3% |
| **3** | Use the right expressions to introduce yourself at the workplaceGreet, introduce and interact with people who visit your organisation in an appropriate manner;Identify topics suitable for making small talk; Describe your company and profession to effectively project a positive image. | 1. Able to greet, introduce and interact with people who visit your organisation in an appropriate manner;<br>2. Able to choose topics suitable for making small talk; and<br>3. Able to explain about your company and profession to effectively project a positive image. | **Kriteria:**<br>Classroom Participation : 20%Presentation and mid-term test : 20%<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Presentation, Discussion, Question-Answer, Project<br>4 X 50 | | **Materi:** language at workplace<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 3% |
| **4** | Communicate effectively on the telephone by answering business calls and handling enquiries in a positive and professional manner;2. Give accurate information, and leave or take messages by phone; and3. State the common dos and donts when using the telephone at the workplace. | 1. being able to answering business calls and handling enquiries in a positive and professional manner<br>2. being able to give accurate information, and leave or take messages by phone; and3. State the common do's and don'ts when using the telephone at the workplace | **Kriteria:**<br>1. Classroom Participation : 20% Presentation and mid-term test : 20%<br>2. RUBRIK PRESENTASI<br>3. Skor 4<br>4. Presentasi dilakukan secara runtut dengan bahasa yang berterima, menunjukkan pemahaman konsep yang baik, berbantuan media ppt atau bentuk lain sesuai kriteria media, jawaban untuk penanya benar, mampu memformulasikan saran untuk perbaikan<br>Skor 3<br>5. Presentasi dilakukan<br>6. secara runtut dengan bahasa yang berterima, kurang pemahaman pada beberapa konsep, berbantuan media ppt atau ybentuk lain sesuai kriteria media, jawaban untuk penanya secara umum benar,mampu memformulasikan saran untuk perbaikan Skor 2<br>7. Presentasi dilakukankurang runtut menunjukkan kekurangpahaman terhadap beberapa konsep, berbantuan media ppt atau bentuk lain namun tidak sesuai kriteria media, jawaban untuk penanya secara umum tidak benar, mampu memformulasikan saran untuk perbaikan Skor 1<br>8. Presentasi dilakukan, kurang runtut menunjukkan kekurang pahaman terhadap banyak konsep,tidak berbantuan media sama sekali, jawaban unuk penanya tidak benar, tidak mampu memformulasikan saran untuk perbaikan<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Presentation, Discussion, Question-Answer<br>2 X 50 | | **Materi:** handling call at workplace<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 3% |

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| **5** | 1. Use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressingagreement and disagreement, and making suggestions; 2. Describe effective ways of communicating your thoughts and ideas to a group of people; and 3. Identify and explain the nuances in the English sound system. | being able to use appropriate language to perform a variety of functions during meetings and discussions | **Kriteria:**<br>1.Classroom Participation : 20%Presentation and mid-term test : 20%<br>2.RUBRIK PRESENTASISkor 4Presentasi dilakukansecara runtut dengan bahasa yang berterima,menunjukkan pemahaman konsep yang baik,berbantuan media ppt atau bentuk lain sesuai kriteria media,jawaban untuk penanya benar,mampu memformulasikan saran untuk perbaikanSkor 3Presentasi dilakukansecara runtut dengan bahasa yang berterima,kurang pemahaman pada beberapa konsep,berbantuan media ppt atau ybentuk lain sesuai kriteria media,jawaban untuk penanya secara umum benar,mampu memformulasikan saran untuk perbaikanSkor 2Presentasi dilakukankurang runtutmenunjukkan kekurangpahaman terhadap beberapa konsep,berbantuan media ppt atau bentuk lain namun tidak sesuai kriteria media,jawaban untuk penanya secara umum tidak benar,mampu memformulasikan saran untuk perbaikanSkor 1Presentasi dilakukan,kurang runtutmenunjukkan kekurang pahaman terhadap banyak konsep,tidak berbantuan media sama sekali,jawaban unuk penanya tidak benar,tidak mampu memformulasikan saran untuk perbaikan<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Role play, project<br>2 X 50 | | **Materi:** meetings and discussion at workplace<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 3% |
| **6** | 1. Use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressingagreement and disagreement, and making suggestions;2. Describe effective ways of communicating your thoughts and ideas to a group of people; and3. Identify and explain the nuances in the English sound system. | 1. Can use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressingagreement and disagreement, and making suggestions;2. Can describe effective ways of communicating your thoughts and ideas to a group of people; and3. Can explain the nuances in the English sound system. | **Kriteria:**<br>1.fluent and clarity<br>2.ability to use appropriate presentation media (PPT)<br>3.Content Understanding<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Presentation, Discussion, QA, Project<br>6 X 50 | | **Materi:** meetings and discussion at workplace<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 4% |
| **7** | 1. Use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressingagreement and disagreement, and making suggestions;2. Describe effective ways of communicating your thoughts and ideas to a group of people; and3. Identify and explain the nuances in the English sound system. | 1. Can use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressingagreement and disagreement, and making suggestions;2. Can describe effective ways of communicating your thoughts and ideas to a group of people; and3. Can explain the nuances in the English sound system. | **Kriteria:**<br>1.fluent and clarity<br>2.ability to use appropriate presentation media (PPT)<br>3.Content Understanding<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Presentation, Discussion, QA, Project<br>6 X 50 | | **Materi:** meetings and discussion at workplace<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 4% |

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| **8** | 1. Use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressingagreement and disagreement, and making suggestions;2. Describe effective ways of communicating your thoughts and ideas to a group of people; and3. Identify and explain the nuances in the English sound system. | 1. Can use appropriate language to perform a variety of functions during meetings and discussions, including expressing opinions, expressingagreement and disagreement, and making suggestions;2. Can describe effective ways of communicating your thoughts and ideas to a group of people; and3. Can explain the nuances in the English sound system. | **Kriteria:**<br>1.fluent and clarity<br>2.Content Understanding<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Tes | Presentation, Discussion, QA, Project<br>6 X 50 | | **Materi:** agreement and disagreement<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 20% |
| **9** | developing skills in writing professional emails, reports, memos, and other business documents | 1.Content Understanding<br>2.clarity and organization<br>3.language and mechanics<br>4.technology using | **Kriteria:**<br>being able to writing professional emails, reports, memos, and other business documents<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecturing group-discussion presentation writing task<br>2x50 | | **Materi:** professional emails, reports, memos, and other business documents<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 3% |
| **10** | developing skills in writing professional emails, reports, memos, and other business documents | 1.Content Understanding<br>2.clarity and organization<br>3.language and mechanics<br>4.technology using | **Kriteria:**<br>being able to writing professional emails, reports, memos, and other business documents<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | lecturing group-discussion presentation writing task<br>2x50 | | **Materi:** professional emails, reports, memos, and other business documents<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 4% |
| **11** | developing skills in writing professional emails, reports, memos, and other business documents | 1.Content Understanding<br>2.clarity and organization<br>3.language and mechanics<br>4.technology using | **Kriteria:**<br>being able to writing professional emails, reports, memos, and other business documents<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | lecturing group-discussion presentation writing task<br>2x50 | | **Materi:** professional emails, reports, memos, and other business documents<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 3% |

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| **12** | developing skills in writing professional emails, reports, memos, and other business documents | 1. Content Understanding<br>2. clarity and organization<br>3. language and mechanics<br>4. technology using | **Kriteria:**<br>being able to writing professional emails, reports, memos, and other business documents<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | lecturing<br>group-discussion<br>presentation<br>writing task<br>2x50 | | **Materi:** professional emails, reports, memos, and other business documents<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 3% |
| **13** | being able to communicate effectively with colleagues from diverse cultural background | Content Understanding | **Kriteria:**<br>1. Content Understanding<br>2. Critical Thinking and Analysis<br>3. Fluent and clarity<br>4. Language and mechanic<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecturing<br>case studies<br>group-discussion<br>role-playing<br>2x50 | | **Materi:** cross-cultural understanding at workplace<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 5% |
| **14** | being able to communicate effectively with colleagues from diverse cultural background | Content Understanding | **Kriteria:**<br>1. Content Understanding<br>2. Critical Thinking and Analysis<br>3. Fluent and clarity<br>4. Language and mechanic<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecturing<br>case studies<br>group-discussion<br>role-playing<br>2x50 | | **Materi:** cross-cultural understanding at workplace<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 4% |
| **15** | being able to communicate effectively with colleagues from diverse cultural background | Content Understanding | **Kriteria:**<br>1. Content Understanding<br>2. Critical Thinking and Analysis<br>3. Fluent and clarity<br>4. Language and mechanic<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | lecturing<br>case studies<br>group-discussion<br>role-playing<br>2x50 | | **Materi:** cross-cultural understanding at workplace<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 5% |

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| **16** | being able to communicate effectively with colleagues from diverse cultural background | Content Understanding | **Kriteria:**<br>1.Content Understanding<br>2.Critical Thinking and Analysis<br>3.Fluent and clarity<br>4.Language and mechanic<br><br>**Bentuk Penilaian** :<br>Tes | lecturing<br>case studies<br>group-discussion<br>role-playing<br>2x50 | | **Materi:** cross-cultural understanding at workplace<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/.....*<br>*Holmes, J. (2014). Power and Politeness in the Workplace. In Power and Politeness in the Workplace . https://doi.org/...10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.*<br><br>**Materi:** final test<br>**Pustaka:**<br>*Vine, B. (Ed.). (2017). The Routledge Handbook of Language in the Workplace (1st ed.). Routledge. https://doi.org/...*<br>*Holmes, J. (2014). Power and Politeness in the Workplace . https://doi.org/10.4324/9781315839189*<br>*Badger, I. (2003). English for work: Everyday business english. UK: Pearson Education Limited.*<br>*Emmerson, P., & Hamilton, N. (2005). Five-minute activities for business english. UK: Cambridge University Press.*<br>*Jones, L., & Alexander, R. (1989). New international business english. (TeacherÊs Book). UK: Cambridge University Press.* | 30% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 25% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 25% |
| 3. | Praktik / Unjuk Kerja | 10% |
| 4. | Tes | 40% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Professional Ethics | 7920202290 | | T=2 | P=0 | ECTS=3.18 | 6 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| Model Pembelajaran | Case Study | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | |
| | 1. Sikap | |
| | 2. Keterampilan Umum | |
| | 3. Keterampilan Khusus | |
| | 4. Pengetahuan | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | |
| | 1. Mahasiswa memahami konsep dasar dan teori etika profesional serta hubungannya dengan praktik sastra dan bahasa. | |
| | 2. Mahasiswa dapat mengidentifikasi masalah etika dan tantangan dalam berbagai konteks profesional yang relevan dengan sastra Inggris. | |
| | 3. Mahasiswa mampu menganalisis kasus nyata terkait etika profesional dalam bidang penerbitan, penulisan, dan penerjemahan. | |
| | 4. Mahasiswa mampu menyusun strategi dan keputusan etis untuk menyelesaikan dilema dalam situasi kerja yang berhubungan dengan sastra Inggris. | |
| | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | |
| | Sub-CPMK1 | Pada akhir masa perkuliahan, mahasiswa mampu memahami dan menerapkan prinsip-prinsip dasar etika profesional dalam konteks sastra, penulisan, dan penerjemahan. |
| | Sub-CPMK2 | Pada akhir masa perkuliahan, mahasiswa mampu memahami dan menerapkan prinsip-prinsip dasar etika profesional dalam konteks sastra, penulisan, dan penerjemahan. |
| | Sub-CPMK3 | Pada akhir masa perkuliahan, mahasiswa mampu memahami dan menerapkan prinsip-prinsip dasar etika profesional dalam konteks sastra, penulisan, dan penerjemahan. |
| | Sub-CPMK4 | Pada akhir masa perkuliahan, mahasiswa mampu memahami dan menerapkan prinsip-prinsip dasar etika profesional dalam konteks sastra, penulisan, dan penerjemahan. |
| | Sub-CPMK5 | Pada akhir masa perkuliahan, mahasiswa mampu mengidentifikasi dan menganalisis masalah etika dalam konteks akademik dan profesional bahasa Inggris. |
| | Sub-CPMK6 | Pada akhir masa perkuliahan, mahasiswa mampu mengidentifikasi dan menganalisis masalah etika dalam konteks akademik dan profesional bahasa Inggris. |
| | Sub-CPMK7 | Pada akhir masa perkuliahan, mahasiswa mampu mengidentifikasi dan menganalisis masalah etika dalam konteks akademik dan profesional bahasa Inggris. |
| | Sub-CPMK8 | Pada akhir masa perkuliahan, mahasiswa mampu mengidentifikasi dan menganalisis masalah etika dalam konteks akademik dan profesional bahasa Inggris. |
| | Sub-CPMK9 | Pada akhir masa perkuliahan, mahasiswa mampu menunjukkan tanggung jawab sosial dan integritas dalam menjalankan tugas-tugas akademik dan profesional. |
| | Sub-CPMK10 | Pada akhir masa perkuliahan, mahasiswa mampu menunjukkan tanggung jawab sosial dan integritas dalam menjalankan tugas-tugas akademik dan profesional. |
| | Sub-CPMK11 | Pada akhir masa perkuliahan, mahasiswa mampu menunjukkan tanggung jawab sosial dan integritas dalam menjalankan tugas-tugas akademik dan profesional. |
| | Sub-CPMK12 | Pada akhir masa perkuliahan, mahasiswa mampu menunjukkan tanggung jawab sosial dan integritas dalam menjalankan tugas-tugas akademik dan profesional. |
| | Sub-CPMK13 | Pada akhir masa perkuliahan, mahasiswa mampu Luringmengambil keputusan etis dalam menghadapi dilema di bidang profesional sastra, penerbitan, dan media. |
| | Sub-CPMK14 | Pada akhir masa perkuliahan, mahasiswa mampu Luringmengambil keputusan etis dalam menghadapi dilema di bidang profesional sastra, penerbitan, dan media. |
| | Sub-CPMK15 | Pada akhir masa perkuliahan, mahasiswa mampu Luringmengambil keputusan etis dalam menghadapi dilema di bidang profesional sastra, penerbitan, dan media. |
| | Sub-CPMK16 | Mahasiswa harus menyusun laporan yang mencakup analisis mendalam tentang masalah etis yang ada, serta memberikan rekomendasi yang didasarkan pada prinsip-prinsip etika profesional. |
| Deskripsi Singkat MK | Mata kuliah Professional Ethics ini dirancang untuk membekali mahasiswa dengan pemahaman mendalam tentang etika profesional dalam konteks akademik dan dunia kerja, khususnya yang berkaitan dengan bidang sastra Inggris dan bahasa. Mahasiswa akan mempelajari prinsip-prinsip dasar etika profesional, termasuk tanggung jawab sosial, integritas akademik, kerahasiaan, hak cipta, dan dampak etis dari penggunaan bahasa. Topik-topik ini akan dikaitkan dengan berbagai skenario yang mungkin terjadi di lingkungan kerja, seperti penerbitan, pendidikan, penulisan, penerjemahan, dan media | |
| Pustaka | Utama : | |
| | 1. Brown, Gillian, & Yule, George. 1983. Discourse Analysis.<br>2. Jones, Leo. 2001. Welcome!: English for the Travel and Tourism Industry.<br>3. Tannen, Deborah. 2007. Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse.<br>4. Fowler, Roger. 1981. Literature as Social Discourse. | |
| | Pendukung : | |
| Dosen Pengampu | | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Pada akhir masa perkuliahan, mahasiswa mampu memahami dan menerapkan prinsip-prinsip dasar etika profesional dalam konteks sastra, penulisan, dan penerjemahan. | | **Kriteria:**<br>Kejelasan dalam mendefinisikan dan menjelaskan konsep dasar etika profesional.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Luring<br>2 X 50 | | **Materi:** konsep etika profesional dalam analisis wacana.<br>**Pustaka:** *Brown, Gillian, & Yule, George. 1983. Discourse Analysis.* | 5% |
| 2 | Pada akhir masa perkuliahan, mahasiswa mampu memahami dan menerapkan prinsip-prinsip dasar etika profesional dalam konteks sastra, penulisan, dan penerjemahan. | | **Kriteria:**<br>Kejelasan dalam mendefinisikan dan menjelaskan konsep dasar etika profesional.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Luring<br>2 X 50 | | **Materi:** konsep etika profesional dalam analisis wacana.<br>**Pustaka:** *Brown, Gillian, & Yule, George. 1983. Discourse Analysis.* | 5% |
| 3 | Pada akhir masa perkuliahan, mahasiswa mampu memahami dan menerapkan prinsip-prinsip dasar etika profesional dalam konteks sastra, penulisan, dan penerjemahan. | | **Kriteria:**<br>Kejelasan dalam mendefinisikan dan menjelaskan konsep dasar etika profesional.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Luring<br>2 X 50 | | **Materi:** konsep etika profesional dalam analisis wacana.<br>**Pustaka:** *Brown, Gillian, & Yule, George. 1983. Discourse Analysis.* | 5% |
| 4 | Pada akhir masa perkuliahan, mahasiswa mampu memahami dan menerapkan prinsip-prinsip dasar etika profesional dalam konteks sastra, penulisan, dan penerjemahan. | | **Kriteria:**<br>Kejelasan dalam mendefinisikan dan menjelaskan konsep dasar etika profesional.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Luring<br>2 X 50 | | **Materi:** konsep etika profesional dalam analisis wacana.<br>**Pustaka:** *Brown, Gillian, & Yule, George. 1983. Discourse Analysis.* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **5** | Pada akhir masa perkuliahan, mahasiswa mampu mengidentifikasi dan menganalisis masalah etika dalam konteks akademik dan profesional bahasa Inggris. | | **Kriteria:**<br>Ketepatan dalam mengidentifikasi berbagai pelanggaran etika.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum | Luring<br>2 X 50 | | **Materi:** etika dalam industri pariwisata dan media terkait sastra.<br>**Pustaka:** *Jones, Leo. 2001. Welcome!: English for the Travel and Tourism Industry.* | 5% |
| **6** | Pada akhir masa perkuliahan, mahasiswa mampu mengidentifikasi dan menganalisis masalah etika dalam konteks akademik dan profesional bahasa Inggris. | | **Kriteria:**<br>Ketepatan dalam mengidentifikasi berbagai pelanggaran etika.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum | Luring<br>2 X 50 | | **Materi:** etika dalam industri pariwisata dan media terkait sastra.<br>**Pustaka:** *Jones, Leo. 2001. Welcome!: English for the Travel and Tourism Industry.* | 5% |
| **7** | Pada akhir masa perkuliahan, mahasiswa mampu mengidentifikasi dan menganalisis masalah etika dalam konteks akademik dan profesional bahasa Inggris. | | **Kriteria:**<br>Ketepatan dalam mengidentifikasi berbagai pelanggaran etika.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum | Luring<br>2 X 50 | | **Materi:** etika dalam industri pariwisata dan media terkait sastra.<br>**Pustaka:** *Jones, Leo. 2001. Welcome!: English for the Travel and Tourism Industry.* | 5% |
| **8** | Pada akhir masa perkuliahan, mahasiswa mampu mengidentifikasi dan menganalisis masalah etika dalam konteks akademik dan profesional bahasa Inggris. | | **Kriteria:**<br>Ketepatan dalam mengidentifikasi berbagai pelanggaran etika.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum | Luring<br>2 X 50 | | **Materi:** etika dalam industri pariwisata dan media terkait sastra.<br>**Pustaka:** *Jones, Leo. 2001. Welcome!: English for the Travel and Tourism Industry.* | 5% |
| **9** | Pada akhir masa perkuliahan, mahasiswa mampu menunjukkan tanggung jawab sosial dan integritas dalam menjalankan tugas-tugas akademik dan profesional. | Mahasiswa mampu menganalisis kasus etika dalam penerbitan dan penulisan. | **Kriteria:**<br>Ketepatan analisis terhadap kasus etika profesional di bidang penerbitan.<br>**Bentuk Penilaian** :<br>Penilaian Praktikum, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | **Materi:** kasus nyata etika dalam komunikasi sastra.<br>**Pustaka:** *Tannen, Deborah. 2007. Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse.* | 5% |
| **10** | Pada akhir masa perkuliahan, mahasiswa mampu menunjukkan tanggung jawab sosial dan integritas dalam menjalankan tugas-tugas akademik dan profesional. | Mahasiswa mampu menganalisis kasus etika dalam penerbitan dan penulisan. | **Kriteria:**<br>Ketepatan analisis terhadap kasus etika profesional di bidang penerbitan.<br>**Bentuk Penilaian** :<br>Penilaian Praktikum, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | **Materi:** kasus nyata etika dalam komunikasi sastra.<br>**Pustaka:** *Tannen, Deborah. 2007. Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse.* | 5% |
| **11** | Pada akhir masa perkuliahan, mahasiswa mampu menunjukkan tanggung jawab sosial dan integritas dalam menjalankan tugas-tugas akademik dan profesional. | Mahasiswa mampu menganalisis kasus etika dalam penerbitan dan penulisan. | **Kriteria:**<br>Ketepatan analisis terhadap kasus etika profesional di bidang penerbitan.<br>**Bentuk Penilaian** :<br>Penilaian Praktikum, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | **Materi:** kasus nyata etika dalam komunikasi sastra.<br>**Pustaka:** *Tannen, Deborah. 2007. Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse.* | 5% |
| **12** | Pada akhir masa perkuliahan, mahasiswa mampu menunjukkan tanggung jawab sosial dan integritas dalam menjalankan tugas-tugas akademik dan profesional. | Mahasiswa mampu menganalisis kasus etika dalam penerbitan dan penulisan. | **Kriteria:**<br>Ketepatan analisis terhadap kasus etika profesional di bidang penerbitan.<br>**Bentuk Penilaian** :<br>Penilaian Praktikum, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | **Materi:** kasus nyata etika dalam komunikasi sastra.<br>**Pustaka:** *Tannen, Deborah. 2007. Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse.* | 5% |
| **13** | Pada akhir masa perkuliahan, mahasiswa mampu Luringmengambil keputusan etis dalam menghadapi dilema di bidang profesional sastra, penerbitan, dan media. | Mahasiswa mampu merumuskan strategi untuk menyelesaikan dilema etis dalam penerbitan dan penulisan. | **Kriteria:**<br>Kejelasan strategi yang disusun dalam menghadapi dilema etis.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Penilaian Praktikum | Luring<br>2 X 50 | | **Materi:** pengambilan keputusan etis yang berkaitan dengan isu sosial dalam sastra.<br>**Pustaka:** *Fowler, Roger. 1981. Literature as Social Discourse.* | 5% |
| **14** | Pada akhir masa perkuliahan, mahasiswa mampu Luringmengambil keputusan etis dalam menghadapi dilema di bidang profesional sastra, penerbitan, dan media. | Mahasiswa mampu merumuskan strategi untuk menyelesaikan dilema etis dalam penerbitan dan penulisan. | **Kriteria:**<br>Kejelasan strategi yang disusun dalam menghadapi dilema etis.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Penilaian Praktikum | Luring<br>2 X 50 | | **Materi:** pengambilan keputusan etis yang berkaitan dengan isu sosial dalam sastra.<br>**Pustaka:** *Fowler, Roger. 1981. Literature as Social Discourse.* | 10% |
| **15** | Pada akhir masa perkuliahan, mahasiswa mampu Luringmengambil keputusan etis dalam menghadapi dilema di bidang profesional sastra, penerbitan, dan media. | Mahasiswa mampu merumuskan strategi untuk menyelesaikan dilema etis dalam penerbitan dan penulisan. | **Kriteria:**<br>Kejelasan strategi yang disusun dalam menghadapi dilema etis.<br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio, Penilaian Praktikum | Luring<br>2 X 50 | | **Materi:** pengambilan keputusan etis yang berkaitan dengan isu sosial dalam sastra.<br>**Pustaka:** *Fowler, Roger. 1981. Literature as Social Discourse.* | 10% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **16** | Mahasiswa harus menyusun laporan yang mencakup analisis mendalam tentang masalah etis yang ada, serta memberikan rekomendasi yang didasarkan pada prinsip-prinsip etika profesional. | Mahasiswa akan diminta untuk menganalisis satu kasus nyata terkait etika profesional dalam penerbitan, penulisan, atau penerjemahan | **Kriteria:**<br>1.Analisis Kasus Etika Profesional<br>2.Presentasi Kasus<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja, Tes | | | | 15% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 28.33% |
| 2. | Penilaian Portofolio | 18.33% |
| 3. | Penilaian Praktikum | 28.33% |
| 4. | Praktik / Unjuk Kerja | 17.5% |
| 5. | Tes | 7.5% |
| | | 99.99% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Subtitling | 7920202212 | Mata Kuliah Pilihan Program Studi | T=2 | P=0 | ECTS=3.18 | 5 | 1 Februari 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Silvy Cinthia Adelia | Widyastuti | Dr. Ali Mustofa, S.S., M.Pd. |

**Model Pembelajaran:** Project Based Learning

**Capaian Pembelajaran (CP)**

| CPL-PRODI yang dibebankan pada MK | |
|---|---|
| **1. Sikap** | |
| CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| **2. Keterampilan Umum** | |
| CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| **3. Keterampilan Khusus** | |
| CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| **4. Pengetahuan** | |
| **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| 1. Being able to distinguish between subtitling and dubbing CLO 2 Being able to explain a context in from a subtitling of an audio visual sources in different context on the television advertisements and several movies genre CLO 3 Being able to practice in doing subtitling from an audio visual sources using a software CLO 4 Being able to evaluate by doing an error analysis on to the translation result in the audio visual sources subtitling | |
| CPMK 1.A | Being able to apply concepts and theories of subtitling and dubbing by means the lectures and participants in group and class discussion; assessed through very simple presentations and assignments |
| 2. Being able to explain a context in from a subtitling of an audio visual sources in different context on the television adv and several movies genre | |
| CPMK 2.A | Being able to apply concepts and theories of subtitling and dubbing by means the lectures and participants in group and class discussion; assessed through very simple presentations and assignments |
| 3. Being able to practice in doing subtitling from an audio-visual source using a software | |
| CPMK 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English by producing subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| CPMK 3.B | Being able to create sound academic or non-academic works both oral and written for various audiences and purposes by create academic and non-academic subtitle (speech, lecturing) |
| 4. Being able to evaluate by doing an error analysis on to the translation result in the audio-visual sources subtitling | |
| CPMK 4.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement by means assessing through presentations and assignment |
| **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| Sub-CPMK1 | Agreement sheet. To understand about BCO, learning contract, materials, learning style. |
| Sub-CPMK2 | To understand subtitling, dubbing, and the semiotics of subtitling. |
| Sub-CPMK3 | To understand subtitling, dubbing, and the semiotics of subtitling. |
| Sub-CPMK4 | To understand the Integration of text and film. |
| Sub-CPMK5 | To understand technical consideration in subtitling. |
| Sub-CPMK6 | To understand the software of subtitling. |
| Sub-CPMK7 | To understand professional environment. To understand the norms of subtitling on television and media. |
| Sub-CPMK8 | To understand and practice in television advertisement. |
| Sub-CPMK9 | Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English through a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| Sub-CPMK10 | Demonstrate the subtitling from a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| Sub-CPMK11 | Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English through a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| Sub-CPMK12 | Demonstrate the subtitling from a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| Sub-CPMK13 | Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English through a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| Sub-CPMK14 | Demonstrate the subtitling from a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| Sub-CPMK15 | Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English through a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| Sub-CPMK16 | Demonstrate the subtitling from a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| Sub-CPMK17 | Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English through a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| Sub-CPMK18 | Demonstrate the subtitling from a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| Sub-CPMK19 | Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English through a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| Sub-CPMK20 | Demonstrate the subtitling from a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| Sub-CPMK21 | Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English through a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| Sub-CPMK22 | Demonstrate the subtitling from a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) |
| Sub-CPMK23 | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement by means assessing through presentations and assignment |

**Deskripsi Singkat MK:** Subtitling course assists the students to comprehend and interprets the author's meaning and other information which are not directly stated in the text. The materials of this course include (1) introducing what subtitling and dubbing is, (2) comprehending subtitling in different context on the television adv and several movies genre, (3) practicing in doing subtitling on the television adv and several movies genre using software, (4) analysing various context of the audio and visual works including relating the information into broader context. The activities in this course are conducted through group discussions, presentations, classroom assignment (project base), e.g. written summary, report, and analysis of the audiovisual.

**Pustaka**

**Utama :**


1. Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.


**Pendukung :**

1. Video and articles

**Dosen Pengampu:** Silvy Cinthia Adelia, S.S., M.A.

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

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| **1** | Agreement sheet. To understand about BCO, learning contract, materials, learning style. | Student is able to understand and agree on the contract. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, Discussion<br>2 X 50 | | **Materi:** BCO<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 5% |
| **2** | To understand subtitling, dubbing, and the semiotics of subtitling. | Student is able to understand what subtitling is and what dubbing is. Student is able to differenciate subtitling and dubbing. Student is able to understand what the semiotics of subtitling is. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Cooperative Learning<br>2 X 50 | | **Materi:** Subtitling and Dubbing<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 5% |
| **3** | To understand subtitling, dubbing, and the semiotics of subtitling. | Student is able to understand what subtitling is and what dubbing is. Student is able to differenciate subtitling and dubbing. Student is able to understand what the semiotics of subtitling is. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Cooperative Learning<br>2 X 50 | | **Materi:** Subtitling and Dubbing<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 5% |
| **4** | To understand the Integration of text and film. | Student is able to understand the Integration of text and film. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Daring<br>2 X 50 | | **Materi:** Subtitling and Dubbing<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 5% |

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| **5** | To understand technical consideration in subtitling. | Student is able to understand technical consideration in subtitling. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Cooperative Learning/daring<br>2 X 50 | | **Materi:** Subtitling<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 5% |
| **6** | To understand the software of subtitling. | Student is able to understand the software of subtitling. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Cooperative Learning<br>2 X 50 | | **Materi:** Subtitling Software<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 5% |
| **7** | To understand professional environment. To understand the norms of subtitling on television and media. | Student is able to understand the context of professional development. Student is able to understand the norms of subtitling on television and media. | **Kriteria:**<br>5<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing and Discussion<br>2 X 50 | | **Materi:** Professional Subtitle Editor<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 5% |
| **8** | To understand and practice in television advertisement. | Student is able to understand and practice in television advertisement. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Cooperative Learning<br>2 X 50 | | **Materi:** Subtitling in practices<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 5% |

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| **9** | 1.Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English through a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter)<br>2.Demonstrate the subtitling from a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) | Student is able to finish the project. | **Kriteria:**<br>Rubric<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project<br>2 X 50 | | **Materi:** Project<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 10% |
| **10** | 1.Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English through a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter)<br>2.Demonstrate the subtitling from a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) | Student is able to finish the project. | **Kriteria:**<br>Rubric<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project<br>2 X 50 | | **Materi:** Project<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 10% |
| **11** | 1.Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English through a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter)<br>2.Demonstrate the subtitling from a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) | Student is able to finish the project. | **Kriteria:**<br>Rubric<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project<br>2 X 50 | | **Materi:** Project<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 5% |
| **12** | 1.Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English through a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter)<br>2.Demonstrate the subtitling from a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) | Student is able to finish the project. | **Kriteria:**<br>Rubric<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project<br>2 X 50 | | **Materi:** Project<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 10% |

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| **13** | 1.Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English through a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter)<br>2.Demonstrate the subtitling from a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) | Student is able to finish the project. | **Kriteria:**<br>Rubric<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project<br>2 X 50 | | **Materi:** Project<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 10% |
| **14** | 1.Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English through a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter)<br>2.Demonstrate the subtitling from a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) | Student is able to finish the project. | **Kriteria:**<br>Rubric<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project<br>2 X 50 | | **Materi:** Rubric<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 5% |
| **15** | 1.Being able to produce adequate translation and interpretation of both spoken and written texts English-Indonesia, Indonesia-English through a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter)<br>2.Demonstrate the subtitling from a small project subtitling from audio-visual sources (short movie, film, advertisement, or documenter) | Student is able to finish the project. | **Kriteria:**<br>Rubric<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project<br>2 X 50 | | **Materi:** Project<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 5% |
| **16** | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement by means assessing through presentations and assignment | Ao revise and edit their work effectively, incorporating feedback from peers and instructors, and making changes to improve clarity, coherence, and style, and reflect on how their revisions improved their work and what they learned from the feedback they received. | **Kriteria:**<br>Rubric<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Reflective practice<br>2 x 50 | | **Materi:** Review<br>**Pustaka:** *Pederson, Jan. 2011. Subtitling Norms for Television, An exploration focusing on extralinguistics cultural references. Amsterdam/Philadelphia: John Benjamins Publishing Company. Ivarsson, J. and Carroll, M. (1998). Subtitling . Simrishamn: TransEdit Linde, Zoe de and kay Neil. 1999. T he Semiotics of Subtitling . London and New York: Routledge Taylor and Francis Group. Cintas, Jorge Diaz, and Remael, Aline. 2007. Audiovisual Translation: Subtitling, Translation Practices Esplained Routledge, Tylor & Francis Group. London and New York.* | 5% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 45% |

| | | |
|---|---|---|
| 2. | Penilaian Hasil Project / Penilaian Produk | 55% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Theatre and Scriptwriting | 7920202216 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 6 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Project Based Learning** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | **2. Keterampilan Umum** | |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. being able to Analyze and critique scripts across various genres and styles. | |
| | 2. being able to Develop original scripts that demonstrate an understanding of dramatic structure and character development. | |
| | 3. being able to Collaborate effectively in a team setting, simulating the roles of writers, directors, and actors. | |
| | 4. being able to Present and critique original works in a workshop setting, incorporating feedback for revision. | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Able to define the class contract |
| | Sub-CPMK2 | Able to define the class contract |
| | Sub-CPMK3 | Able to define the class contract |
| | Sub-CPMK4 | Able to define the class contract |
| | Sub-CPMK5 | students will be able to Participate in peer workshops and provide constructive feedback |
| | Sub-CPMK6 | students will be able to Participate in peer workshops and provide constructive feedback |
| | Sub-CPMK7 | students will be able to Participate in peer workshops and provide constructive feedback |
| | Sub-CPMK8 | students will be able to Participate in peer workshops and provide constructive feedback |
| | Sub-CPMK9 | students will be able to Demonstrate an understanding of how scripts translate into performance. |
| | Sub-CPMK10 | students will be able to Demonstrate an understanding of how scripts translate into performance. |
| | Sub-CPMK11 | students will be able to Demonstrate an understanding of how scripts translate into performance. |
| | Sub-CPMK12 | uas |
| **Deskripsi Singkat MK** | This course guides the students to the theories and practices of writing script and performing the script on stage. It includes the critical analysis of plays to identify the vital elements of a play so that students can apply the elements into their process of writing the script. In the end of the course, students are expected to produce a book of script writing and a recorded script performance. This course will be conducted through several methods such as discussion, presentation and lecture. | |
| **Pustaka** | **Utama :** | |
| | 1. The Art of Dramatic Writing by Lajos Egri<br>2. Writing the Stage Play by Paul McGinnis | |
| | **Pendukung :** | |
| | 1. journal<br>2. mendeley references manager | |
| **Dosen Pengampu** | Diana Budi Darma, S.S., M.Pd.<br>Hujuala Rika Ayu, S.S., M.A. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Able to define the class contract | Able to practice in class | **Kriteria:**<br>1.Script Analyses<br>2.Original Script Submission<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Explanation and discussion<br>2 X 50 | | **Materi:** Identify key elements of plot, character, and dialogue in selected texts<br>**Pustaka:** *The Art of Dramatic Writing by Lajos Egri* | 5% |
| 2 | Able to define the class contract | Able to practice in class | **Kriteria:**<br>1.Script Analyses<br>2.Original Script Submission<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Explanation and discussion<br>2 X 50 | | **Materi:** Identify key elements of plot, character, and dialogue in selected texts<br>**Pustaka:** *The Art of Dramatic Writing by Lajos Egri* | 5% |
| 3 | Able to define the class contract | Able to practice in class | **Kriteria:**<br>1.Script Analyses<br>2.Original Script Submission<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Explanation and discussion<br>2 X 50 | | **Materi:** Identify key elements of plot, character, and dialogue in selected texts<br>**Pustaka:** *The Art of Dramatic Writing by Lajos Egri* | 5% |
| 4 | Able to define the class contract | Able to practice in class | **Kriteria:**<br>1.Script Analyses<br>2.Original Script Submission<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Explanation and discussion<br>2 X 50 | | **Materi:** Identify key elements of plot, character, and dialogue in selected texts<br>**Pustaka:** *The Art of Dramatic Writing by Lajos Egri* | 5% |
| 5 | | Submission of a polished script. | **Kriteria:**<br>1.Original Script Submission<br>2.Script Analyses<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | offline<br>2x50 | | **Materi:** Create a complete draft of an original one-act play<br>**Pustaka:** *Writing the Stage Play by Paul McGinnis* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **6** | | Submission of a polished script. | **Kriteria:**<br>1.Original Script Submission<br>2.Script Analyses<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | offline<br>2x50 | | **Materi:** Create a complete draft of an original one-act play<br>**Pustaka:** *Writing the Stage Play by Paul McGinnis* | 5% |
| **7** | | Submission of a polished script. | **Kriteria:**<br>1.Original Script Submission<br>2.Script Analyses<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | offline<br>2x50 | | **Materi:** Create a complete draft of an original one-act play<br>**Pustaka:** *Writing the Stage Play by Paul McGinnis* | 5% |
| **8** | | Submission of a polished script. | **Kriteria:**<br>1.Original Script Submission<br>2.Script Analyses<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | offline<br>2x50 | | **Materi:** Create a complete draft of an original one-act play<br>**Pustaka:** *Writing the Stage Play by Paul McGinnis* | 5% |
| **9** | students will be able to Participate in peer workshops and provide constructive feedback | Engagement and contribution to group discussions. | **Kriteria:**<br>Workshop Participation<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | offline<br>2x50 | | **Materi:** Participate in peer workshops and provide constructive feedback<br>**Pustaka:** *Writing the Stage Play by Paul McGinnis* | 5% |
| **10** | students will be able to Participate in peer workshops and provide constructive feedback | Engagement and contribution to group discussions. | **Kriteria:**<br>Workshop Participation<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | offline<br>2x50 | | **Materi:** Participate in peer workshops and provide constructive feedback<br>**Pustaka:** *Writing the Stage Play by Paul McGinnis* | 5% |
| **11** | students will be able to Participate in peer workshops and provide constructive feedback | Engagement and contribution to group discussions. | **Kriteria:**<br>Workshop Participation<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | offline<br>2x50 | | **Materi:** Participate in peer workshops and provide constructive feedback<br>**Pustaka:** *Writing the Stage Play by Paul McGinnis* | 5% |
| **12** | students will be able to Participate in peer workshops and provide constructive feedback | Engagement and contribution to group discussions. | **Kriteria:**<br>Workshop Participation<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | offline<br>2x50 | | **Materi:** Participate in peer workshops and provide constructive feedback<br>**Pustaka:** *Writing the Stage Play by Paul McGinnis* | 5% |
| **13** | students will be able to Demonstrate an understanding of how scripts translate into performance. | Group presentations of scenes from original scripts. | **Kriteria:**<br>Final Presentation<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | offline<br>2x50 | | **Materi:**<br>Demonstrate an understanding of how scripts translate into performance.<br>**Pustaka:** *journal* | 5% |
| **14** | students will be able to Demonstrate an understanding of how scripts translate into performance. | Group presentations of scenes from original scripts. | **Kriteria:**<br>Final Presentation<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | offline<br>2x50 | | **Materi:**<br>Demonstrate an understanding of how scripts translate into performance.<br>**Pustaka:** *journal* | 5% |
| **15** | students will be able to Demonstrate an understanding of how scripts translate into performance. | Group presentations of scenes from original scripts. | **Kriteria:**<br>Final Presentation<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | offline<br>2x50 | | **Materi:**<br>Demonstrate an understanding of how scripts translate into performance.<br>**Pustaka:** *journal* | 5% |
| **16** | uas | | **Bentuk Penilaian** :<br>Tes | | | | 25% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Penilaian Hasil Project / Penilaian Produk | 75% |
| 2. | Tes | 25% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Thesis Proposal Writing | 7920202221 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 6 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| Model Pembelajaran | Project Based Learning | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | |
| | 1. Sikap | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | 2. Keterampilan Umum | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | 3. Keterampilan Khusus | |
| | CPL 3.A | : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. |
| | 4. Pengetahuan | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | |
| | 1. Introduction to Thesis Proposal Writing | |
| | CPMK 1.A | Course overview and objectives. |
| | CPMK 1.B | Understanding the purpose of a thesis proposal. |
| | CPMK 1.C | The importance of research questions. |
| | 2. Choosing a Research Topic | |
| | CPMK 2.A | Identifying research interests. |
| | CPMK 2.B | Narrowing down the topic. |
| | CPMK 2.C | Formulating research questions. |
| | 3. Reviewing Literature | |
| | CPMK 3.A | The role of literature review in a thesis proposal. |
| | CPMK 3.B | Finding and evaluating sources. |
| | CPMK 3.C | Annotating and synthesizing literature. |
| | 4. Research Methods | |
| | CPMK 4.A | Introduction to research methods. |
| | CPMK 4.B | Qualitative vs. quantitative research. |
| | CPMK 4.C | Ethical considerations in research. |
| | 5. Crafting a Research Hypothesis | |
| | CPMK 5.A | Defining and refining research hypotheses. |
| | CPMK 5.B | The significance of a clear hypothesis. |
| | CPMK 5.C | The relationship between hypotheses and research questions. |
| | 6. Structuring the Proposal (Part 1) | |
| | CPMK 6.A | Introduction and background. |
| | CPMK 6.B | Statement of the problem. |
| | CPMK 6.C | Purpose of the study. |
| | 7. Structuring the Proposal (Part 2) | |
| | CPMK 7.A | Research design and methodology. |
| | CPMK 7.B | Integrating sources into your proposal. |
| | CPMK 7.C | Identifying gaps in the literature. |
| | 8. Writing the Literature Review | |
| | CPMK 8.A | The role of theory in a thesis proposal. |
| | CPMK 8.B | Constructing a theoretical framework. |
| | CPMK 8.C | Theoretical perspectives and their application. |
| | 9. Research Ethics | |
| | CPMK 9.A | Ethical considerations in thesis research. |
| | CPMK 9.B | Institutional Review Board (IRB) approval. |
| | CPMK 9.C | Ethical guidelines and best practices. |
| | 10. Writing Style and Clarity | |
| | CPMK 10.A | Effective academic writing. |
| | CPMK 10.B | Clarity, conciseness, and coherence. |
| | CPMK 10.C | Proofreading and editing strategies. |
| | 11. Peer Review and Feedback | |
| | CPMK 11.A | Peer review process. |
| | CPMK 11.B | Giving and receiving constructive feedback. |
| | CPMK 11.C | Revision strategies. |
| | 12. Finalizing the Proposal | |
| | CPMK 12.A | Polishing and finalizing the proposal. |
| | CPMK 12.B | Preparing the reference list. |
| | CPMK 12.C | Proper citation and referencing. |
| | 13. Final Exam Preparation | |
| | CPMK 13.A | Review of key concepts from the course. |
| | CPMK 13.B | Practice exam questions and discussions. |
| | CPMK 13.C | Tips for a successful final exam. |
| | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | |
| | Sub-CPMK1 | Introduction to the course |
| | Sub-CPMK2 | To communicate the ideas of the intended study which cover the rationale, problems, research questions or hypotheses, variables (if any), and terms |
| | Sub-CPMK3 | Choosing a Research Topic |
| | Sub-CPMK4 | Reviewing Literature |
| | Sub-CPMK5 | Research Methods |

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| | Sub-CPMK6 | To communicate the ideas of the intended study which cover the rationale, problems, research questions or hypotheses, variables (if any), and terms. |
| | Sub-CPMK7 | Structuring the Proposal (Part 1) |
| | Sub-CPMK8 | To write review of related literature for the proposed researc |
| | Sub-CPMK9 | Developing a Theoretical Framework |
| | Sub-CPMK10 | Research Ethics |
| | Sub-CPMK11 | To write review of related literature for the proposed research |
| | Sub-CPMK12 | Writing Style and Clarity |
| | Sub-CPMK13 | Peer Review and Feedback |
| | Sub-CPMK14 | Finalizing the Proposal |
| | Sub-CPMK15 | Finalizing the Proposal |
| | Sub-CPMK16 | FINAL EXAM |
| **Deskripsi Singkat MK** | The course introduces the students to the steps of how to write a research proposal. In the first of half of the semester students learn to select a topic for their research, limit the scope of the study, write the rationale, formulate the research questions and the objectives of the study, and define the specific terms used in the study. During the second half of the semester, they will learn to write a review of related literature for the proposed topic which covers theoretical framework and state of the arts of the topic chosen. Classroom activities will be on the format of discussion, presentation in class seminar, lecturing, and full thesis proposal writing project. | |
| **Pustaka** | **Utama :** | |
| | 1. Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.<br>2. Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.<br>3. Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.<br>4. Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.<br>5. Thomson Reuters. 2012. Endnote X6 Help. | |
| | **Pendukung :** | |
| | | |
| **Dosen Pengampu** | Dr. Much. Koiri, M.Si.<br>Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.<br>Prof. Slamet Setiawan, M.A., Ph.D.<br>Diana Budi Darma, S.S., M.Pd.<br>Dr. Dian Rivia Himmawati, S.S., M.Hum.<br>Dr. Ali Mustofa, S.S., M.Pd.<br>Lina Purwaning Hartanti, S.Pd., M.EIL.<br>Lisetyo Ariyanti, S.S., M.Pd.<br>Ayunita Leliana, S.S., M.Pd.<br>Adam Damanhuri, S.S., M.Hum.<br>Dr. Zulidyana Dwi Rusnalasari, M.Hum.<br>Ayu Saraswati, M.Hum.<br>Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.<br>Fariq Shiddiq Tasaufy, S.S., M.Hum.<br>Uci Elly Kholidah, S.S., M.A.<br>Ephrilia Noor Fitriana, S.Hum., M.Hum.<br>Cicilia Deandra Maya Putri, S.Hum., M.A. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Introduction to the course | To show understanding on what is research proposal, why a researcher need to write a proposal, how to write a convincing proposal. | **Kriteria:**<br>-<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion, lecture, Q & A, assignment<br>2 X 50 | | **Materi:** Introduction to the course<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** Introduction to the course<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** Introduction to the course<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** Introduction to the course<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** Introduction to the course<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 3% |

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| **2** | To communicate the ideas of the intended study which cover the rationale, problems, research questions or hypotheses, variables (if any), and terms | To write the background of the study | **Kriteria:**<br>1.Components<br>2.Criteria<br>3.Score (weigh)<br>4.1. Purpose<br>5.a. What is the author&rsquos purpose? To detail and experiment? To make an evaluation? To develop teaching materials, media, teaching technique(s), assessment instrument(s)?<br>6.b. Does the writer write down the thesis statement that tells the readers what is his/her specific purpose?<br>7.c. Is it effective? Does it forecast how the research will be developed?<br>8.20<br>9.2. Content<br>10.a. Does the writer review previous studies to justify that his/her research worth conducting?<br>11.b. Does it dicuss the weakness of the previous studies so that the current research should be done?<br>12.c. Is it clear and comprehensive (covering completely or broadly)<br>13.25<br>14.3. Organization<br>15.a. Does it have an appropriate structure for a thesis proposal?<br>16.b. Are the central thesis and supporting data integrated into a logical presentation?<br>17.c. Does the writer present the arguments clearly?<br>18.25<br>19.4. Style<br>20.a. Is it at the most appropriate level of technicality for the anticipated readers?<br>21.b. Are all the sentences clear, concise, and fluent?<br>22.c. Has the writer chosen appropriate words?<br>23.10<br>24.5. Language<br>25.a. Are there any grammatical mistakes that hinder your understanding?<br>26.b. Does the writer use effective transitions both within the paragraph and between paragraphs?<br>27.15<br>28.6. Mechanics<br>29.a. Is the documentation given in acceptable format?<br>30.b. Is the punctuation correct?<br>31.c. Are there any misspelled words?<br>32.5<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Presentation, discussion, question-answer, assignment<br>2 X 50 | | **Materi:** rationale, problems, research questions or hypotheses, variables (if any), and terms<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** rationale, problems, research questions or hypotheses, variables (if any), and terms<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** rationale, problems, research questions or hypotheses, variables (if any), and terms<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** rationale, problems, research questions or hypotheses, variables (if any), and terms<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** rationale, problems, research questions or hypotheses, variables (if any), and terms<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 3% |

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| **3** | Choosing a Research Topic | 1.Presents research interests and potential topics clearly.<br>2.Shows evidence of thought and effort in narrowing down the research focus. | **Kriteria:**<br>1.Ability to articulate research interests and initial topic ideas.<br>2.Progress in narrowing down the research topic.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum | Identifying research interests.<br>Narrowing down the topic.<br>Formulating research questions.<br>2 x 50 minutes | | **Materi:** Choosing a Research Topic<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** Choosing a Research Topic<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** Choosing a Research Topic<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** Choosing a Research Topic<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** Choosing a Research Topic<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 3% |
| **4** | Reviewing Literature | 1.Chooses appropriate sources and explains their relevance.<br>2.Synthesizes information effectively and identifies gaps in the literature. | **Kriteria:**<br>1.Quality and relevance of selected sources.<br>2.Ability to synthesize information and identify gaps in the literature.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | The role of literature review in a thesis proposal.<br>Finding and evaluating sources.<br>Annotating and synthesizing literature.<br>2 x 50 minutes | | **Materi:** Reviewing Literature<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** Reviewing Literature<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** Reviewing Literature<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** Reviewing Literature<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** Reviewing Literature<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 3% |

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| **5** | Research Methods | 1.Demonstrates comprehension of research methods.<br>2.Actively participates in ethical discussions and understands their importance. | **Kriteria:**<br>1.Understanding of qualitative and quantitative research methods.<br>2.Engagement in discussions on ethical considerations.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Introduction to research methods.<br>Qualitative vs. quantitative research.<br>Ethical considerations in research.<br>2 x 50 minutes | | **Materi:** Research Methods<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** Research Methods<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** Research Methods<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** Research Methods<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** Research Methods<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 3% |
| **6** | To communicate the ideas of the intended study which cover the rationale, problems, research questions or hypotheses, variables (if any), and terms. | T, To write the significance of the studyTo formulate the research question, To write the purpose of the study | **Kriteria:**<br>ComponentsCriteriaScore (weigh)1. Purposea. What is the author&rsquos purpose? To detail and experiment? To make an evaluation? To develop teaching materials, media, teaching technique(s), assessment instrument(s)?b. Does the writer write down the thesis statement that tells the readers what is his/her specific purpose?c. Is it effective? Does it forecast how the research will be developed?202. Contenta. Does the writer review previous studies to justify that his/her research worth conducting?b. Does it dicuss the weakness of the previous studies so that the current research should be done? c. Is it clear and comprehensive (covering completely or broadly)253. Organizationa. Does it have an appropriate structure for a thesis proposal?b. Are the central thesis and supporting data integrated into a logical presentation? c. Does the writer present the arguments clearly?254. Stylea. Is it at the most appropriate level of technicality for the anticipated readers?b. Are all the sentences clear, concise, and fluent?c. Has the writer chosen appropriate words?105. Languagea. Are there any grammatical mistakes that hinder your understanding?b. Does the writer use effective transitions both within the paragraph and between paragraphs?156. Mechanicsa. Is the documentation given in acceptable format?b. Is the punctuation correct?c. Are there any misspelled words?5<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Presentation, discussion, question-answer, assignment<br>2 x 50 minutes | | **Materi:** Crafting a Research Hypothesis<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** Crafting a Research Hypothesis<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** Crafting a Research Hypothesis<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** Crafting a Research Hypothesis<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** Crafting a Research Hypothesis<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 3% |

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| **7** | Structuring the Proposal (Part 1) | 1.Formulates clear research hypotheses.<br>2.Begins to outline the sections of the proposal effectively. | **Kriteria:**<br>1.Clarity of research hypotheses.<br>2.Progress in structuring the proposal.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Introduction and background.<br>Statement of the problem.<br>Purpose of the study.<br>2 x 50 minutes | | **Materi:** Structuring the Proposal<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** Structuring the Proposal<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** Structuring the Proposal<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** Structuring the Proposal<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** Structuring the Proposal<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 4% |
| **8** | To write review of related literature for the proposed researc | To select relevant references for the chosen topic To make note on EndNote for relevant references | **Kriteria:**<br>ComponentsCriteriaScore (weigh)1. Purposea. What is the author&rsquos purpose? To detail and experiment? To make an evaluation? To develop teaching materials, media, teaching technique(s), assessment instrument(s)?b. Does the writer write down the thesis statement that tells the readers what is his/her specific purpose?c. Is it effective? Does it forecast how the research will be developed?202. Contenta. Does the writer review previous studies to justify that his/her research worth conducting?b. Does it dicuss the weakness of the previous studies so that the current research should be done? c. Is it clear and comprehensive (covering completely or broadly)253. Organizationa. Does it have an appropriate structure for a thesis proposal?b. Are the central thesis and supporting data integrated into a logical presentation? c. Does the writer present the arguments clearly?254. Stylea. Is it at the most appropriate level of technicality for the anticipated readers?b. Are all the sentences clear, concise, and fluent?c. Has the writer chosen appropriate words?105. Languagea. Are there any grammatical mistakes that hinder your understanding?b. Does the writer use effective transitions both within the paragraph and between paragraphs?156. Mechanicsa. Is the documentation given in acceptable format?b. Is the punctuation correct?c. Are there any misspelled words?5<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion, lecture, question-answer, assignment<br>2 X 50 minutes | | **Materi:** Structuring the Proposal<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** Structuring the Proposal<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** Structuring the Proposal<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** Structuring the Proposal<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** Structuring the Proposal<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 4% |

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| **9** | Developing a Theoretical Framework | 1. Constructs a coherent theoretical framework.<br>2. Engages in discussions about ethical dilemmas and solutions. | **Kriteria:**<br>1. Ability to construct a theoretical framework.<br>2. Understanding of ethical considerations in research.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | The role of theory in a thesis proposal.<br>Constructing a theoretical framework.<br>Theoretical perspectives and their application.<br>2 x 50 minutes | | **Materi:** Developing a Theoretical Framework<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** Developing a Theoretical Framework<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** Developing a Theoretical Framework<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** Developing a Theoretical Framework<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** Developing a Theoretical Framework<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 4% |
| **10** | Research Ethics | 1. Demonstrates improved writing style and clarity in assignments.<br>2. Provides constructive feedback to peers and incorporates feedback into own work. | **Kriteria:**<br>1. Improvement in writing style and clarity.<br>2. Effective participation in peer review and feedback sessions.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Ethical considerations in thesis research.<br>Institutional Review Board (IRB) approval.<br>Ethical guidelines and best practices.<br>2 x 50 minutes | | **Materi:** Research Ethics<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** Research Ethics<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** Research Ethics<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** Research Ethics<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** Research Ethics<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 3% |

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| **11** | To write review of related literature for the proposed research | To organize the ideas into logical presentation | **Kriteria:**<br>as written above<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Discussion, lecture, question-answer, assignment<br>8 X 50 | | **Materi:** review of related literature<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** review of related literature<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** review of related literature<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** review of related literature<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** review of related literature<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 3% |
| **12** | Writing Style and Clarity | 1. Demonstrates improved writing style and clarity in assignments.<br>2. Provides constructive feedback to peers and incorporates feedback into own work. | **Kriteria:**<br>1. Improvement in writing style and clarity.<br>2. Effective participation in peer review and feedback sessions.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio | Effective academic writing. Clarity, conciseness, and coherence.<br>Proofreading and editing strategies.<br>2 x 50 minutes | | **Materi:** Writing Style and Clarity<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** Writing Style and Clarity<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** Writing Style and Clarity<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** Writing Style and Clarity<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** Writing Style and Clarity<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 3% |

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| **13** | Peer Review and Feedback | 1. Demonstrates improved writing style and clarity in assignments.<br>2. Provides constructive feedback to peers and incorporates feedback into own work. | **Kriteria:**<br>1. Improvement in writing style and clarity.<br>2. Effective participation in peer review and feedback sessions.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum | Peer review process.<br>Giving and receiving constructive feedback.<br>Revision strategies.<br>2 X 50 | | **Materi:** Peer Review, and Feedback<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** Peer Review, and Feedback<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** Peer Review, and Feedback<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** Peer Review, and Feedback<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** Peer Review, and Feedback<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 3% |
| **14** | Finalizing the Proposal | 1. Submits a polished and well-structured proposal.<br>2. Demonstrates improvement in presentation skills during practice sessions. | **Kriteria:**<br>1. Quality of the finalized proposal.<br>2. Progress in developing presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Polishing and finalizing the proposal.<br>Preparing the reference list.<br>Proper citation and referencing.<br>2 X 50 | | **Materi:** Finalizing the Proposal<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** Finalizing the Proposal<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** Finalizing the Proposal<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** Finalizing the Proposal<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** Finalizing the Proposal<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 4% |

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| **15** | Finalizing the Proposal | 1.Submits a polished and well-structured proposal.<br>2.Demonstrates improvement in presentation skills during practice sessions. | **Kriteria:**<br>1.Quality of the finalized proposal.<br>2.Progress in developing presentation skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Polishing and finalizing the proposal.<br>Preparing the reference list.<br>Proper citation and referencing.<br>2 X 50 | | **Materi:** Finalizing the Proposal<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** Finalizing the Proposal<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** Finalizing the Proposal<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** Finalizing the Proposal<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** Finalizing the Proposal<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 4% |
| **16** | FINAL EXAM | 1.Clarity and Organization<br>2.Content and Research Quality<br>3.Citation and Referencing<br>4.Ethical Considerations<br>5.Presentation Skills<br>6.Overall Quality | **Kriteria:**<br>1.Clarity and Organization (20 points)<br>2.Content and Research Quality (25 points)<br>3.Citation and Referencing (15 points)<br>4.Ethical Considerations (15 points)<br>5.Presentation Skills (15 points)<br>6.Overall Quality (10 points)<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | The final exam for this course will consist of a written proposal that students will need to complete within a specified time frame. The proposal should include all the elements covered throughout the course, such as research questions, literature review, research methods, theoretical framework, and ethical considerations. Students will also be required to provide a brief oral presentation of their proposal.<br>2 x 50 | | **Materi:** Final exam<br>**Pustaka:** *Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.*<br><br>**Materi:** Final exam<br>**Pustaka:** *Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.*<br><br>**Materi:** Final exam<br>**Pustaka:** *Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.*<br><br>**Materi:** Final exam<br>**Pustaka:** *Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.*<br><br>**Materi:** Final exam<br>**Pustaka:** *Thomson Reuters. 2012. Endnote X6 Help.* | 50% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 37.25% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 53.75% |
| 3. | Penilaian Portofolio | 6.75% |
| 4. | Penilaian Praktikum | 2.25% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.

3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| World Englishes | 7920202293 | Mata Kuliah Pilihan Program Studi | T=2 | P=0 | ECTS=3.18 | 5 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Lina Purwaning Hartanti, S.Pd., M.EIL.; Cicilia Deandra Maya Putri, S.Hum., M.A. | Dr. Widyastuti, S.S., M.Pd. | Dr. Ali Mustofa, S.S., M.Pd. |

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| Model Pembelajaran | Project Based Learning | |
| Capaian Pembelajaran (CP) | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | : Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation. |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to define various types of English. | |
| | CPMK 1.A | Being able to summarize the concepts of the roots and spread of English. |
| | CPMK 1.B | Being able to criticize the concepts of the roots and spread of English. |
| | CPMK 1.C | Being able to explain the basic concepts of variations in English. |
| | CPMK 1.D | Being able to objectively compare the main linguistic features and the use of English in the inner circle through poster presentation. |
| | CPMK 1.E | Being able to critically analyze the main linguistic features and the use of English in the outer circle through selected videos. |
| | CPMK 1.F | Being able to compose a creative infographic on the main linguistic features and the use of English in the expanding circle. |
| | CPMK 1.G | Being able to criticize issues on the teaching and testing of global English through group discussion (case-based learning). |
| | CPMK 1.H | Being able to compose an original academic article on a phenomenon of global English. |
| | CPMK 1.I | Being able to create reflective notes on English variations based on a phenomenon in students' surroundings. |
| | 2. Being able to compose articles on issues related to variations of English. | |
| | CPMK 2.A | Being able to compose an original academic article on a phenomenon of global English. |
| | 3. Being able to produce poster presentations on issues related to variations of English. | |
| | CPMK 3.A | Being able to objectively compare the main linguistic features and the use of English in the inner circle through poster presentation. |
| | CPMK 3.B | Being able to compose a creative infographic on the main linguistic features and the use of English in the expanding circle. |
| | CPMK 3.C | Being able to compose an original academic article on a phenomenon of global English. |
| | CPMK 3.D | Being able to create reflective notes on English variations based on a phenomenon in students' surroundings. |
| | 4. Being able to compose texts on variations of English using correct mechanics and effective presentation skills. | |
| | CPMK 4.A | Being able to summarize the concepts of the roots and spread of English. |
| | CPMK 4.B | Being able to objectively compare the main linguistic features and the use of English in the inner circle through poster presentation. |
| | CPMK 4.C | Being able to compose a creative infographic on the main linguistic features and the use of English in the expanding circle. |
| | CPMK 4.D | Being able to compose an original academic article on a phenomenon of global English. |
| | CPMK 4.E | Being able to create reflective notes on English variations based on a phenomenon in students' surroundings. |
| | CPMK 4.F | Being able to respond to others' presentations in English using an appropriate manner. |
| | 5. Being able to present original and creative works, engage in group discussion, solve problems with critical thinking during class discussion and presentations. | |
| | CPMK 5.A | Being able to criticize the concepts of the roots and spread of English. |
| | CPMK 5.B | Being able to objectively compare the main linguistic features and the use of English in the inner circle through poster presentation. |
| | CPMK 5.C | Being able to critically analyze the main linguistic features and the use of English in the outer circle through selected videos. |
| | CPMK 5.D | Being able to compose a creative infographic on the main linguistic features and the use of English in the expanding circle. |
| | CPMK 5.E | Being able to criticize issues on the teaching and testing of global English through group discussion (case-based learning). |
| | CPMK 5.F | Being able to compose an original academic article on a phenomenon of global English. |
| | CPMK 5.G | Being able to create reflective notes on English variations based on a phenomenon in students' surroundings. |
| | CPMK 5.H | Being able to respond to others' presentations in English using an appropriate manner. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to summarize the concepts of the roots and spread of English. |
| | Sub-CPMK2 | Being able to criticize the concepts of the roots and spread of English. |
| | Sub-CPMK3 | Being able to summarize the concepts of the roots and spread of English. |
| | Sub-CPMK4 | Being able to criticize the concepts of the roots and spread of English. |
| | Sub-CPMK5 | Being able to create reflective notes on English variations based on a phenomenon in students' surroundings. |
| | Sub-CPMK6 | Being able to explain the basic concepts of variations in English. |
| | Sub-CPMK7 | Being able to explain the basic concepts of variations in English. |
| | Sub-CPMK8 | Being able to objectively compare the main linguistic features and the use of English in the inner circle through poster presentation. |
| | Sub-CPMK9 | Being able to respond to others' presentations in English using an appropriate manner. |
| | Sub-CPMK10 | Being able to objectively compare the main linguistic features and the use of English in the inner circle through poster presentation. |
| | Sub-CPMK11 | Being able to respond to others' presentations in English using an appropriate manner. |
| | Sub-CPMK12 | Being able to create reflective notes on English variations based on a phenomenon in students' surroundings. |
| | Sub-CPMK13 | Being able to analyze the main linguistic features and the use of English in the outer circle through selected videos. |
| | Sub-CPMK14 | Being able to analyze the main linguistic features and the use of English in the outer circle through selected videos. |
| | Sub-CPMK15 | Being able to compose a creative infographic on the main linguistic features and the use of English in the expanding circle. |
| | Sub-CPMK16 | Being able to compose a creative infographic on the main linguistic features and the use of English in the expanding circle. |
| | Sub-CPMK17 | Being able to criticize issues on the teaching and testing of global English through group discussion (case-based learning). |
| | Sub-CPMK18 | Being able to compose an original academic article on a phenomenon of global English. |
| | Sub-CPMK19 | Being able to compose an original academic article on a phenomenon of global English. |
| | Sub-CPMK20 | Being able to create reflective notes on English variations based on a phenomenon in students' surroundings |
| Deskripsi Singkat MK | This course provides an overview of the major varieties of English, including their characteristics at various linguistic levels, their use and status in different countries, and issues of TESOL teaching and testing. Students will compare and contrast varieties of English and investigate the history and spread of English, the formal characteristics of Englishes around the world, and the language teaching. In addition, students will explore how globalisation plays an important role in the status, function and features of English in the world today. The teaching learning activities are conducted through presentation, discussion, and question-answer. Students will develop a research project, focusing on some aspects of English in some varieties. | |

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|---|---|---|
| **Pustaka** | **Utama :** | |
| | 1. Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.<br>2. Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes . London and New York: Routledge.<br>3. Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction . London: Hodder Education, an Hachette UK company.<br>4. Mesthrie, Rajend and Bhatt, Rakesh M. 2008. World Englishes: The Study of New Linguistic Varieties . Cambridge: Cambridge University Press.<br>5. Seargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context . London and New York: Routledge. | |
| | **Pendukung :** | |
| | 1. Surrounding experience | |
| **Dosen Pengampu** | Lina Purwaning Hartanti, S.Pd., M.EIL.<br>Cicilia Deandra Maya Putri, S.Hum., M.A. | |

| **Mg Ke-** | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | **Penilaian** | | **Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]** | | **Materi Pembelajaran [ Pustaka ]** | **Bobot Penilaian (%)** |
|---|---|---|---|---|---|---|---|
| | | **Indikator** | **Kriteria & Bentuk** | **Luring (*offline*)** | **Daring (*online*)** | | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** |
| **1** | 1.Being able to summarize the concepts of the roots and spread of English.<br>2.Being able to criticize the concepts of the roots and spread of English. | 1.To explain the definition of World Englishes<br>2.Write a critical summary of the roots and spread of English with correct grammar using Jam Board application. | **Kriteria:**<br>1.Content Understanding: Does the summary demonstrate a clear understanding of the original text or material? Are the main ideas and key points of the original work accurately identified and represented in the summary? Does the summary capture the overall message or purpose of the original work?<br>2.Critical Thinking and Analysis: Does the summary go beyond mere description and provide a thoughtful analysis of the original work? Are the strengths and weaknesses of the original work identified and discussed? Does the summary present a balanced perspective and consider alternative viewpoints or counterarguments?<br>3.Clarity and Organization: Is the summary well-organized, with a logical flow of ideas? Are the main points presented in a clear and concise manner? Is the language used in the summary appropriate, precise, and understandable?<br>4.Writing Style and Mechanics: Is the summary well-written, with proper grammar, punctuation, and spelling? Does the summary use appropriate vocabulary and terminology related to the original work? Are quotes or paraphrased material properly cited and referenced according to the required format?<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Presentation, Discussion, Question-AnswerLecturing<br>Discussion<br>Group assignment<br>2 X 50 | Lecturing<br>Discussion<br>Group assignment<br>2 X 50 | **Materi:** The roots and spread of English<br>**Pustaka:** *Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.*<br><br>**Materi:** The roots and spread of English<br>**Pustaka:** *Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes . London and New York: Routledge.* | 5% |
| **2** | 1.Being able to summarize the concepts of the roots and spread of English.<br>2.Being able to criticize the concepts of the roots and spread of English. | 1.To explain the definition of World Englishes<br>2.Write a critical summary of the roots and spread of English with correct grammar using Jam Board application. | **Kriteria:**<br>1.Content Understanding: Does the summary demonstrate a clear understanding of the original text or material? Are the main ideas and key points of the original work accurately identified and represented in the summary? Does the summary capture the overall message or purpose of the original work?<br>2.Critical Thinking and Analysis: Does the summary go beyond mere description and provide a thoughtful analysis of the original work? Are the strengths and weaknesses of the original work identified and discussed? Does the summary present a balanced perspective and consider alternative viewpoints or counterarguments?<br>3.Clarity and Organization: Is the summary well-organized, with a logical flow of ideas? Are the main points presented in a clear and concise manner? Is the language used in the summary appropriate, precise, and understandable?<br>4.Writing Style and Mechanics: Is the summary well-written, with proper grammar, punctuation, and spelling? Does the summary use appropriate vocabulary and terminology related to the original work? Are quotes or paraphrased material properly cited and referenced according to the required format?<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Presentation, Discussion, Question-AnswerLecturing<br>Discussion<br>Group assignment<br>2 X 50 | Lecturing<br>Discussion<br>Group assignment<br>2 X 50 | **Materi:** The roots and spread of English<br>**Pustaka:** *Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.*<br><br>**Materi:** The roots and spread of English<br>**Pustaka:** *Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes . London and New York: Routledge.* | 5% |
| **3** | Being able to create reflective notes on English variations based on a phenomenon in students' surroundings. | Complete reflective notes on English variations based on phenomena in students' surroundings using correct grammar. | **Kriteria:**<br>1.Depth of Reflection (1-4)<br>2.Connection to Experience (1-4)<br>3.Critical Thinking (1-4)<br>4.Organization and Structure (1-4)<br>5.Clarity and Expression (1-4)<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Individual reading assignment<br>Discussion<br>2 X 50 | Individual reading assignment<br>Discussion<br>2 X 50 | **Materi:** Personal study experience<br>**Pustaka:** *Surrounding experience* | 2% |
| **4** | Being able to explain the basic concepts of variations in English. | Complete a worksheet on English variations | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Tes | Presentation, DiscussioLecturing<br>Discussion<br>Individual assignment<br>Question-Answer<br>2 X 50 | Lecturing<br>Discussion<br>Individual assignment<br>2 X 50 | **Materi:** Variations in English<br>**Pustaka:** *Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes . London and New York: Routledge.* | 2% |

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|---|---|---|---|---|---|---|---|
| **5** | Being able to explain the basic concepts of variations in English. | Complete a worksheet on English variations | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Tes | Presentation, DiscussioLecturing<br>Discussion<br>Individual assignment<br>Question-Answer<br>2 X 50 | Lecturing<br>Discussion<br>Individual assignment<br>2 X 50 | **Materi:** Variations in English<br>**Pustaka:** *Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes . London and New York: Routledge.* | 2% |
| **6** | 1.Being able to objectively compare the main linguistic features and the use of English in the inner circle through poster presentation.<br>2.Being able to respond to others' presentations in English using an appropriate manner. | Compose a creative group poster on the comparison of the main linguistic features and the use of English in the inner circle. Present it using effective presentation skills. | **Kriteria:**<br>1.Content Knowledge (1-4): Demonstrates deep understanding of the topic and presents accurate information. Includes relevant supporting evidence and examples.<br>2.Organization and Structure (1-4): Well-structured and logically organized. Clear and coherent flow of information. Sections and visuals are labeled effectively.<br>3.Visual Appeal and Design (1-4): Engaging and visually appealing poster. Effective use of colors, images, and graphics. Consistent and legible font style and size.<br>4.Communication and Delivery (1-4): Presents with clarity, confidence, and enthusiasm. Maintains eye contact with the audience. Uses appropriate body language and gestures.<br>5.Engagement and Interaction (1-4): Engages the audience through interactive elements or questions. Responds effectively to audience inquiries and feedback.<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Project<br>2 X 50 | Project<br>2 X 50 | **Materi:** Inner circle English<br>**Pustaka:** *Seargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context . London and New York: Routledge.*<br><br>**Materi:** Inner circle English<br>**Pustaka:** *Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.* | 10% |
| **7** | 1.Being able to objectively compare the main linguistic features and the use of English in the inner circle through poster presentation.<br>2.Being able to respond to others' presentations in English using an appropriate manner. | Compose a creative group poster on the comparison of the main linguistic features and the use of English in the inner circle. Present it using effective presentation skills. | **Kriteria:**<br>1.Content Knowledge (1-4): Demonstrates deep understanding of the topic and presents accurate information. Includes relevant supporting evidence and examples.<br>2.Organization and Structure (1-4): Well-structured and logically organized. Clear and coherent flow of information. Sections and visuals are labeled effectively.<br>3.Visual Appeal and Design (1-4): Engaging and visually appealing poster. Effective use of colors, images, and graphics. Consistent and legible font style and size.<br>4.Communication and Delivery (1-4): Presents with clarity, confidence, and enthusiasm. Maintains eye contact with the audience. Uses appropriate body language and gestures.<br>5.Engagement and Interaction (1-4): Engages the audience through interactive elements or questions. Responds effectively to audience inquiries and feedback.<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Project<br>2 X 50 | Project<br>2 X 50 | **Materi:** Inner circle English<br>**Pustaka:** *Seargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context . London and New York: Routledge.*<br><br>**Materi:** Inner circle English<br>**Pustaka:** *Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.* | 10% |
| **8** | Being able to create reflective notes on English variations based on a phenomenon in students' surroundings. | Complete reflective notes on English variations based on phenomena in students' surroundings using correct grammar. | **Kriteria:**<br>1.Depth of Reflection (1-4)<br>2.Connection to Experience (1-4)<br>3.Critical Thinking (1-4)<br>4.Organization and Structure (1-4)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Individual assignment<br>2 X 50 | Individual assignment<br>2 X 50 | **Materi:** Personal study experience<br>**Pustaka:** *Surrounding experience* | 2% |
| **9** | Being able to analyze the main linguistic features and the use of English in the outer circle through selected videos. | Critically analyze the main linguistic features and the use of English in Singapore, Malaysia, and India as portrayed in selected videos. | **Kriteria:**<br>1.Content Understanding: Does the summary demonstrate a clear understanding of the original text or material? Are the main ideas and key points of the original work accurately identified and represented in the summary? Does the summary capture the overall message or purpose of the original work?<br>2.Critical Thinking and Analysis: Does the summary go beyond mere description and provide a thoughtful analysis of the original work? Are the strengths and weaknesses of the original work identified and discussed? Does the summary present a balanced perspective and consider alternative viewpoints or counterarguments?<br>3.Clarity and Organization: Is the summary well-organized, with a logical flow of ideas? Are the main points presented in a clear and concise manner? Is the language used in the summary appropriate, precise, and understandable?<br>4.Writing Style and Mechanics: Is the summary well-written, with proper grammar, punctuation, and spelling? Does the summary use appropriate vocabulary and terminology related to the original work? Are quotes or paraphrased material properly cited and referenced according to the required format?<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturing<br>Discussion<br>Group assignment<br>2 X 50 | Lecturing<br>Discussion<br>Group assignment<br>2 X 50 | **Materi:** Outer circle English<br>**Pustaka:** *Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction . London: Hodder Education, an Hachette UK company.*<br><br>**Materi:** Outer Circle English<br>**Pustaka:** *Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.* | 5% |

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| **10** | Being able to analyze the main linguistic features and the use of English in the outer circle through selected videos. | Critically analyze the main linguistic features and the use of English in Singapore, Malaysia, and India as portrayed in selected videos. | **Kriteria:**<br>1. Content Understanding: Does the summary demonstrate a clear understanding of the original text or material? Are the main ideas and key points of the original work accurately identified and represented in the summary? Does the summary capture the overall message or purpose of the original work?<br>2. Critical Thinking and Analysis: Does the summary go beyond mere description and provide a thoughtful analysis of the original work? Are the strengths and weaknesses of the original work identified and discussed? Does the summary present a balanced perspective and consider alternative viewpoints or counterarguments?<br>3. Clarity and Organization: Is the summary well-organized, with a logical flow of ideas? Are the main points presented in a clear and concise manner? Is the language used in the summary appropriate, precise, and understandable?<br>4. Writing Style and Mechanics: Is the summary well-written, with proper grammar, punctuation, and spelling? Does the summary use appropriate vocabulary and terminology related to the original work? Are quotes or paraphrased material properly cited and referenced according to the required format?<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturing<br>Discussion<br>Group assignment<br>2 X 50 | Lecturing<br>Discussion<br>Group assignment<br>2 X 50 | **Materi:** Outer circle English<br>**Pustaka:** *Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction . London: Hodder Education, an Hachette UK company.*<br><br>**Materi:** Outer Circle English<br>**Pustaka:** *Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.* | 3% |
| **11** | Being able to compose a creative infographic on the main linguistic features and the use of English in the expanding circle. | Compose a creative infographic in groups on the main linguistic features and the use of English in the expanding circle using correct grammar. | **Kriteria:**<br>1. Content Knowledge (1-4): Demonstrates deep understanding of the topic and presents accurate information. Includes relevant supporting evidence and examples.<br>2. Organization and Structure (1-4): Well-structured and logically organized. Clear and coherent flow of information. Sections and visuals are labeled effectively.<br>3. Visual Appeal and Design (1-4): Engaging and visually appealing poster. Effective use of colors, images, and graphics. Consistent and legible font style and size.<br>4. Communication and Delivery (1-4): Presents with clarity, confidence, and enthusiasm. Maintains eye contact with the audience. Uses appropriate body language and gestures.<br>5. Engagement and Interaction (1-4): Engages the audience through interactive elements or questions. Responds effectively to audience inquiries and feedback.<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Discussion<br>Group assignment<br>2 X 50 | Discussion<br>Group assignment<br>2 X 50 | **Materi:** Expanding circle English<br>**Pustaka:** *Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction . London: Hodder Education, an Hachette UK company.* | 10% |
| **12** | Being able to compose a creative infographic on the main linguistic features and the use of English in the expanding circle. | Compose a creative infographic in groups on the main linguistic features and the use of English in the expanding circle using correct grammar. | **Kriteria:**<br>1. Content Knowledge (1-4): Demonstrates deep understanding of the topic and presents accurate information. Includes relevant supporting evidence and examples.<br>2. Organization and Structure (1-4): Well-structured and logically organized. Clear and coherent flow of information. Sections and visuals are labeled effectively.<br>3. Visual Appeal and Design (1-4): Engaging and visually appealing poster. Effective use of colors, images, and graphics. Consistent and legible font style and size.<br>4. Communication and Delivery (1-4): Presents with clarity, confidence, and enthusiasm. Maintains eye contact with the audience. Uses appropriate body language and gestures.<br>5. Engagement and Interaction (1-4): Engages the audience through interactive elements or questions. Responds effectively to audience inquiries and feedback.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Discussion<br>Group assignment<br>2 X 50 | Discussion<br>Group assignment<br>2 X 50 | **Materi:** Expanding circle English<br>**Pustaka:** *Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction . London: Hodder Education, an Hachette UK company.* | 5% |
| **13** | Being able to criticize issues on the teaching and testing of global English through group discussion (case-based learning). | Critically discuss in groups issues on the teaching and testing of global English based on given real-world cases. | **Kriteria:**<br>1. Depth of discussion (1-4)<br>2. Engagement (1-4)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Case-based learning<br>Discussion<br>Group assignment<br>2 X 50 | Case-based learning<br>Discussion<br>Group assignment<br>2 X 50 | **Materi:** English Tests around the world<br>**Pustaka:** *Seargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context . London and New York: Routledge.* | 5% |

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| **14** | Being able to compose an original academic article on a phenomenon of global English. | Compose an original academic article on a certain phenomenon of Global English using correct grammar | **Kriteria:**<br>1. Thesis Statement: Clear and focused thesis statement that presents the main argument or claim. Provides a roadmap for the essay.<br>2. Organization and Structure: Well-structured essay with a logical flow of ideas. Introduction, body, and conclusion are clearly defined.<br>3. Analysis and Critical Thinking: Demonstrates strong analytical and critical thinking skills. Engages with the topic, explores complexities, and offers thoughtful analysis.<br>4. Language and Mechanics: Demonstrates strong 4 3 2 1 writing skills, with proper grammar, punctuation, and spelling. Uses appropriate vocabulary and tone for the audience.<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>Discussion<br>Group assignment<br>2 X 50 | Project-based learning<br>Discussion<br>Group assignment<br>2 X 50 | **Materi:** Related chosen topic<br>**Pustaka:** *Seargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context . London and New York: Routledge.*<br><br>**Materi:** Related chosen topic<br>**Pustaka:** *Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.* | 15% |
| **15** | Being able to compose an original academic article on a phenomenon of global English. | Compose an original academic article on a certain phenomenon of Global English using correct grammar. | **Kriteria:**<br>1. Thesis Statement: Clear and focused thesis statement that presents the main argument or claim. Provides a roadmap for the essay.<br>2. Organization and Structure: Well-structured essay with a logical flow of ideas. Introduction, body, and conclusion are clearly defined.<br>3. Analysis and Critical Thinking: Demonstrates strong analytical and critical thinking skills. Engages with the topic, explores complexities, and offers thoughtful analysis.<br>4. Language and Mechanics: Demonstrates strong 4 3 2 1 writing skills, with proper grammar, punctuation, and spelling. Uses appropriate vocabulary and tone for the audience.<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project-based learning<br>Discussion<br>Group assignment<br>2 X 50 | Project-based learning<br>Discussion<br>Group assignment<br>2 X 50 | **Materi:** Related chosen topic<br>**Pustaka:** *Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.*<br><br>**Materi:** Related chosen topic<br>**Pustaka:** *Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes . London and New York: Routledge.* | 15% |
| **16** | Being able to create reflective notes on English variations based on a phenomenon in students' surroundings | deliver reflective notes on English variations based on a phenomenon in students' surroundings | **Kriteria:**<br>1. Depth of Reflection (1-4)<br>2. Connection to Experience (1-4)<br>3. Critical Thinking (1-4)<br>4. Organization and Structure (1-4)<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Individual assignment<br>2 X 50 | Individual assignment<br>2 X 50 | **Materi:** Personal study experience<br>**Pustaka:** *Surrounding experience* | 4% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 22% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 59% |
| 3. | Penilaian Portofolio | 5% |
| 4. | Praktik / Unjuk Kerja | 10% |
| 5. | Tes | 4% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| American Literature | 7920202004 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 7 | 15 September 2023 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A.,Ph.D. ; Diana Budi Darma, S.S., M.Pd. | Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A.,Ph.D. ; Diana Budi Darma, S.S., M.Pd. | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| Model Pembelajaran | Case Study | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | |
| | 1. Sikap | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | 2. Keterampilan Umum | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | 3. Keterampilan Khusus | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | 4. Pengetahuan | |
| | CPL 4.A | Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | |
| | 1. critically analyze a variety of American literary works | |
| | CPMK 1.A | be able to critically analyze a variety of American literary works, including novels, short stories, poems, and essays. |
| | CPMK 1.B | develop the ability to identify and discuss key literary elements such as plot, character development, setting, symbolism, and theme. |
| | 2. understanding of the historical and cultural contexts in which American literature was produced | |
| | CPMK 2.A | gain an understanding of the historical and cultural contexts in which American literature was produced, including key events, movements, and social issues. |
| | CPMK 2.B | able to analyze how historical events and social changes are reflected in American literary works. |
| | 3. explore and appreciate the diverse voices and perspectives within American literature | |
| | CPMK 3.A | explore and appreciate the diverse voices and perspectives within American literature, including those of historically marginalized groups such as women, people of color, and LGBTQ+ authors. |
| | CPMK 3.B | able to discuss the importance of diversity in American literature and its impact on the American literary canon. |
| | 4. develop critical thinking skills | |
| | CPMK 4.A | develop critical thinking skills by evaluating and comparing different interpretations of American literary texts. |
| | CPMK 4.B | engage in discussions and written assignments that encourage them to formulate and defend their own interpretations and arguments. |
| | 5. being able to conduct Effective Communication | |
| | CPMK 5.A | improve their written and oral communication skills through essays, presentations, and class discussions. |
| | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | |
| | Sub-CPMK1 | critically analyze a variety of American literary works |
| | Sub-CPMK2 | critically analyze a variety of American literary works |
| | Sub-CPMK3 | To understand Edgar Allan Poe |
| | Sub-CPMK4 | To understand Herman Melville |
| | Sub-CPMK5 | To understand Stephan Crane |
| | Sub-CPMK6 | To understand Henry James |
| | Sub-CPMK7 | To understand Charlotte Perkins Gilman |
| | Sub-CPMK8 | To practice all materials |
| | Sub-CPMK9 | To understand John Steinbeck |
| | Sub-CPMK10 | To understand Daniel Dafoe |
| | Sub-CPMK11 | To understand Ernest Hemingway |
| | Sub-CPMK12 | To understand F. Scott Fitzgerald |
| | Sub-CPMK13 | To review all material |
| | Sub-CPMK14 | To review all material |
| | Sub-CPMK15 | To review all material |
| | Sub-CPMK16 | Analyzing American literature |
| | Sub-CPMK17 | able to Analyzing American literature |
| Deskripsi Singkat MK | Learning Outcomes: Applying American history, theories and methodology for the purpose of elaborating opinions and perspectives on American literature. Comprehending Americans literary works and genre, which include history, concepts, and trends. Being precise approaching literary texts and applying approaches such as concepts and theories Being responsible for expressing opinions of approaches of literary works in front of the classroom. | |
| Pustaka | Utama : | |
| | 1. John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics | |
| | Pendukung : | |
| Dosen Pengampu | Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.<br>Diana Budi Darma, S.S., M.Pd. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

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|---|---|---|---|---|---|---|---|
| **1** | critically analyze a variety of American literary works | critically analyze a variety of American literary works, including novels, short stories, poems, and essays | **Kriteria:**<br>- the proses of understanding and comprehending the contract<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | DiscussionAnswer-Question Session<br>2 X 50 | | **Materi:** American literary works from colonial times to the present.<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 4% |
| **2** | critically analyze a variety of American literary works | critically analyze a variety of American literary works, including novels, short stories, poems, and essays | **Kriteria:**<br>- the proses of understanding and comprehending the contract<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | DiscussionAnswer-Question Session<br>2 X 50 | | **Materi:** American literary works from colonial times to the present.<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 5% |
| **3** | To understand Edgar Allan Poe | · To categorize extrinsic and intrinsic elements · To define themes · To define American history | **Kriteria:**<br>After this session students will comprehend Edgar Allen Poe and his works<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | DiscussionAnswerQuestion Session<br>2 X 50 | | **Materi:** American literary works from colonial times to the present.<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 5% |

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|---|---|---|---|---|---|---|---|
| **4** | To understand Herman Melville | · To categorize extrinsic and intrinsic elements · To define themes · To define American history | **Kriteria:**<br>The criteria is to be seen in its product<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | DiscussionAnswer-Question Session<br>2 X 50 | | **Materi:** extrinsic and intrinsic elements, themes · To define American history<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 5% |
| **5** | To understand Stephan Crane | · To categorize extrinsic and intrinsic elements · To define themes · To define American history | **Kriteria:**<br>The criteria requires a product at the end<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | DiscussionAnswer-Question Session<br>2 X 50 | | **Materi:** extrinsic and intrinsic elements · To define themes · To define American history<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 5% |
| **6** | To understand Henry James | · To categorize extrinsic and intrinsic elements · To define themes · To define American history | **Kriteria:**<br>At the end it require a product<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | DiscussionAnswer-Question Session<br>2 X 50 | | **Materi:** extrinsic and intrinsic elements · To define themes · To define American history<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 5% |

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|---|---|---|---|---|---|---|---|
| **7** | To understand Charlotte Perkins Gilman | · To categorize extrinsic and intrinsic elements · To define themes · To define American history | **Kriteria:**<br>The criteria requires a product at the end<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | DiscussionAnswer-Question Session<br>2 X 50 | | **Materi:** extrinsic and intrinsic elements · To define themes · To define American history<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 5% |
| **8** | To practice all materials | - To define authors· To difine American History· To define ThemesTo define trends | **Kriteria:**<br>Criteria requires product evaluation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Written Test<br>2 X 50 | | **Materi:** extrinsic and intrinsic elements · To define themes · To define American history<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 5% |
| **9** | To understand John Steinbeck | · To categorize extrinsic and intrinsic elements · To define themes · To define American history | **Kriteria:**<br>Criteria requires a product evaluation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Discussion Answer-Question Session<br>2 X 50 | | **Materi:** extrinsic and intrinsic elements · To define themes · To define American history<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 5% |

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|---|---|---|---|---|---|---|---|
| **10** | To understand Daniel Dafoe | · To categorize extrinsic and intrinsic elements · To define themes · To define American history | **Kriteria:**<br>Criteria requires a product evaluation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | DiscussionAnswer-Question Session<br>2 X 50 | | **Materi:** · To categorize extrinsic and intrinsic elements · To define themes · To define American history<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 5% |
| **11** | To understand Ernest Hemingway | · To categorize extrinsic and intrinsic elements · To define themes · To define American history | **Kriteria:**<br>Criteria requires a product evaluation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | DiscussionAnswer-Question Session<br>2 X 50 | | **Materi:** · To categorize extrinsic and intrinsic elements · To define themes · To define American history<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 5% |
| **12** | To understand F. Scott Fitzgerald | · To categorize extrinsic and intrinsic elements · To define themes · To define American history | **Kriteria:**<br>Criteria requires a product evaluation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | 2 X 50 | | **Materi:** · To categorize extrinsic and intrinsic elements · To define themes · To define American history<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 5% |

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|---|---|---|---|---|---|---|---|
| **13** | To review all material | To practice elementTo define elementsTo categorize trends | **Kriteria:**<br>Criteria requires a product evaluation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | 2 X 50 | | **Materi:** · To categorize extrinsic and intrinsic elements · To define themes · To define American history<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 5% |
| **14** | To review all material | 1.To practice element<br>2.To define characteristics<br>3.To categorize trends | **Kriteria:**<br>Criteria requires a product evaluation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | 2 X 50 | | **Materi:** extrinsic and intrinsic elements · To define themes · To define American history<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 10% |
| **15** | To review all material | 1.To practice element<br>2.To define characteristics<br>3.To categorize trends | **Kriteria:**<br>Criteria requires a product evaluation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | analyzing deeply american literature given in the exam<br>2 X 50 | | **Materi:** extrinsic and intrinsic elements · To define themes · To define American history<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 20% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **16** | 1.Analyzing American literature<br>2.able to Analyzing American literature | 5 | **Kriteria:**<br>Criteria requires a product evaluation<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | Remedial of the exam<br>2x50 | | **Materi:** extrinsic and intrinsic elements · To define themes · To define American history<br>**Pustaka:**<br>*John.T.Matthews, 2009. A Companion to Modern American Novel 1900-1950 . West Sussex: Blackwell Publishing Ltd. Charlotte Perkins Gilman. 1997. The Yellow Wallpaper and Other Stories . New York: Dover Publication Inc. Edgar Allen Poe.1908. Tales of Mystery and Imagination . New York: Henry Frowde Sharon Talley.2007. Student Companion to Herman Melville .Greedwood Press: Westport Henry James. Daisy Miller and Other Stories. Elibron Classics* | 5% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 35.53% |
| 2. | Penilaian Praktikum | 28.03% |
| 3. | Praktik / Unjuk Kerja | 35.53% |
| | | 99.09% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

| Kode Dokumen |
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RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Apprenticeship | 7920203295 | | T=3 | P=0 | ECTS=4.77 | 7 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| Model Pembelajaran | Case Study | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | |
| | 1. Sikap | |
| | 2. Keterampilan Umum | |
| | 3. Keterampilan Khusus | |
| | 4. Pengetahuan | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | |
| Deskripsi Singkat MK | | |
| Pustaka | Utama : | |
| | Pendukung : | |
| Dosen Pengampu | | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | | | | | | | 0% |
| 2 | | | | | | | 0% |
| 3 | | | | | | | 0% |
| 4 | | | | | | | 0% |
| 5 | | | | | | | 0% |
| 6 | | | | | | | 0% |
| 7 | | | | | | | 0% |
| 8 | | | | | | | 0% |
| 9 | | | | | | | 0% |
| 10 | | | | | | | 0% |
| 11 | | | | | | | 0% |
| 12 | | | | | | | 0% |
| 13 | | | | | | | 0% |
| 14 | | | | | | | 0% |
| 15 | | | | | | | 0% |
| 16 | | | | | | | 0% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| | | 0% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Creative Writing | 7920204297 | Mata Kuliah Pilihan Program Studi | T=3 | P=0 | ECTS=4.77 | 7 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Much. Khoiri | Silvy Cinthia Adelia, S.S., M.A. | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Project Based Learning** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | CPL 3.A | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to translate the selected written texts of literary writings from English to Indonesian and vice versa. | |
| | CPMK 1.A | Being able to identify intrinsic elements of literary and journalistic works. |
| | CPMK 1.B | Being able to identity a translated creative writing such as poem and short story, in English. |
| | CPMK 1.C | Being able to translate an English short story or poem into Indonesian. |
| | 2. Being able to compose in English a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words. | |
| | CPMK 2.A | Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words. |
| | CPMK 2.B | Being able to create reflective notes on the learners' understanding of the materals |
| | 3. Being able to determine appropriate mechanical and grammatical forms in composing a reflective essay and an analytical essay of max 800 words | |
| | CPMK 3.A | Being able to identify intrinsic elements of literary and journalistic works. |
| | CPMK 3.B | Being able to identity a translated creative writing such as poem and short story, in English. |
| | CPMK 3.C | Being able to translate an English short story or poem into Indonesian. |
| | CPMK 3.D | Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words. |
| | CPMK 3.E | Being able to create reflective notes on the learners' understanding of the materals |
| | CPMK 3.F | Being able to demonstrate appropriate English when composing creative works. |
| | CPMK 3.G | Being able to respond to others' presentation in English using an appropriate manner. |
| | 4. Being able to respect in cooperation in thought, expression, and intellectual engagement when writing a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words. | |
| | CPMK 4.A | Being able to demonstrate appropriate English when composing creative works. |
| | CPMK 4.B | Being able to show acceptance to teachers' and peer feedbacks. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to identify intrinsic elements of literary and journalistic works. |
| | Sub-CPMK2 | Being able to identify intrinsic elements of literary and journalistic works. |
| | Sub-CPMK3 | Being able to identity a translated creative writing, i.e. poem and short story, in English. |
| | Sub-CPMK4 | Being able to translate an English short story or poem into Indonesian. |
| | Sub-CPMK5 | Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words. |
| | Sub-CPMK6 | Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words. |
| | Sub-CPMK7 | Being able to identify intrinsic elements of literary and journalistic works. |
| | Sub-CPMK8 | Being able to identity a translated creative writing, i.e. poem and short story, in English. |
| | Sub-CPMK9 | Being able to translate an English short story or poem into Indonesian. |
| | Sub-CPMK10 | Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words. |
| | Sub-CPMK11 | Being able to demonstrate appropriate English when composing creative works. |
| | Sub-CPMK12 | Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words. |
| | Sub-CPMK13 | Being able to show acceptance to teachers' and peer feedbacks. |
| | Sub-CPMK14 | Being able to create reflective notes on the learners' understanding of the materals |
| | Sub-CPMK15 | Being able to identify intrinsic elements of literary and jurnalistic works. |
| | Sub-CPMK16 | Being able to identity a translated creative writing, i.e. poem and short story, in English. |
| | Sub-CPMK17 | Being able to translate an English short story or poem into Indonesian. |
| | Sub-CPMK18 | Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words |
| | Sub-CPMK19 | Being able to demonstrate appropriate English when composing creative works. |
| | Sub-CPMK20 | Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words. |
| | Sub-CPMK21 | Being able to identify intrinsic elements of literary and journalistic works. |
| | Sub-CPMK22 | Being able to identity a translated creative writing, i.e. poem and short story, in English. |
| | Sub-CPMK23 | Being able to translate an English short story or poem into Indonesian. |
| | Sub-CPMK24 | Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words. |
| | Sub-CPMK25 | Being able to demonstrate appropriate English when composing creative works. |
| | Sub-CPMK26 | Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words. |
| | Sub-CPMK27 | Being able to show acceptance to teachers' and peer feedbacks. |
| | Sub-CPMK28 | Being able to create reflective notes on the learners' understanding of the materials |
| | Sub-CPMK29 | Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words |
| | Sub-CPMK30 | Being able to demonstrate appropriate English when composing creative works. |
| **Deskripsi Singkat MK** | This course is designed to make students have competence and performance in literary writing and journalistic writing. More practically, students understand how to write literary writing such as short-story writing and poem writing, and how to write journalistic writing such as travel writing and feature writing. Classroom activities are held in 3 methods: lecturing & discussion, project-based, and individual-project. | |
| **Pustaka** | **Utama :** | |


1. Booker, Christopher. 2004. The Seven Plots: Why We Tell Stories . New York: Continum.
2. Duncan, James and Derek Gregory. 2002. Writes of Passages: Reading Travel Writing . London & New York: Routledge.
3. Nugraha, Pepih. 2013. MenulisSosokSecaraInspiratif, Menarik, Unik. Jakarta: Penerbit Buku Kompas.
4. Sutejo&Kasnadi. 2006. MenulisKreatif: KiatCeptMenulisPuisidanCerpen . Yogyakarta: Terakata


**Pendukung :**

| | |
|---|---|
| | 1. Handouts |
| **Dosen Pengampu** | Dr. Much. Koiri, M.Si. |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Being able to identify intrinsic elements of literary and journalistic works. | Recall the elements of literary & journalistic writings | **Kriteria:** Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** : Aktifitas Partisipasif | Offline: The strategies used in the session are: lecturing, sharing discussion 3 X 50 | | **Materi:** Elements of Literary & Journalistic Writings **Pustaka:** *Booker, Christopher. 2004. The Seven Plots: Why We Tell Stories . New York: Continum.* | 3% |
| 2 | 1.Being able to identify intrinsic elements of literary and journalistic works.<br>2.Being able to identity a translated creative writing, i.e. poem and short story, in English.<br>3.Being able to translate an English short story or poem into Indonesian. | Analyze a short short story to be translated | **Kriteria:** Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio, praktik<br><br>**Bentuk Penilaian** : Aktifitas Partisipasif | Offline: The strategies used in the session are: lecturing, sharing discussion 3 X 50 | | **Materi:** Writing a Short story (1) **Pustaka:** *Booker, Christopher. 2004. The Seven Plots: Why We Tell Stories . New York: Continum.*<br><br>**Materi:** Writing a Short story (1) **Pustaka:** *Sutejo&Kasnadi. 2006. MenulisKreatif: KiatCeptMenulisPuisidanCerpen . Yogyakarta: Terakata* | 3% |
| 3 | Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words. | Write a short story as instructed | **Kriteria:** Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio, praktik<br><br>**Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Offline: The strategies used in the session are: Individual project, problem-based, sharing discussion 3 X 50 | | **Materi:** Writing a Short story (2) **Pustaka:** *Booker, Christopher. 2004. The Seven Plots: Why We Tell Stories . New York: Continum.*<br><br>**Materi:** Writing a Short story (2) **Pustaka:** *Sutejo&Kasnadi. 2006. MenulisKreatif: KiatCeptMenulisPuisidanCerpen . Yogyakarta: Terakata* | 4% |
| 4 | Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words. | Consultation to the teacher. Show acceptance | **Kriteria:** Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Offline: The strategies used in the session are: Individual project, problem-based, sharing discussion 3 X 50 | | **Materi:** Writing a Short story (3) **Pustaka:** *Booker, Christopher. 2004. The Seven Plots: Why We Tell Stories . New York: Continum.*<br><br>**Materi:** Writing a Short story (3) **Pustaka:** *Sutejo&Kasnadi. 2006. MenulisKreatif: KiatCeptMenulisPuisidanCerpen . Yogyakarta: Terakata* | 4% |
| 5 | 1.Being able to identify intrinsic elements of literary and journalistic works.<br>2.Being able to identity a translated creative writing, i.e. poem and short story, in English.<br>3.Being able to translate an English short story or poem into Indonesian. | Analyze a poem to be translated. | **Kriteria:** Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio, practice<br><br>**Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Offline: The strategies used in the session are: lecturing, sharing discussion 3 X 50 | | **Materi:** Writing some poems (1) **Pustaka:** *Sutejo&Kasnadi. 2006. MenulisKreatif: KiatCeptMenulisPuisidanCerpen . Yogyakarta: Terakata* | 3% |
| 6 | 1.Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words.<br>2.Being able to demonstrate appropriate English when composing creative works. | Write a poem as instructed | **Kriteria:** Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio, praktik<br><br>**Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: Individual project, problem-based, sharing discussion 3 X 50 | | **Materi:** Writing some poems (2) **Pustaka:** *Sutejo&Kasnadi. 2006. MenulisKreatif: KiatCeptMenulisPuisidanCerpen . Yogyakarta: Terakata* | 4% |
| 7 | 1.Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words.<br>2.Being able to show acceptance to teachers' and peer feedbacks. | Consultation to the teacher. Show acceptance | **Kriteria:** Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio, praktice<br><br>**Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: Individual project, problem-based, sharing discussion, Individual work 3 X 50 | | **Materi:** Writing some poems (3) **Pustaka:** *Sutejo&Kasnadi. 2006. MenulisKreatif: KiatCeptMenulisPuisidanCerpen . Yogyakarta: Terakata* | 4% |
| 8 | Being able to create reflective notes on the learners' understanding of the materals | Answer 3 questions on reflection. Accurate grammar and oral fluency | **Kriteria:** Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio, practice<br><br>**Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: Review, sharing discussion, reflective practice 3 X 50 | | **Materi:** Review and Reflection **Pustaka:** *Sutejo&Kasnadi. 2006. MenulisKreatif: KiatCeptMenulisPuisidanCerpen . Yogyakarta: Terakata* | 20% |

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|---|---|---|---|---|---|---|---|
| **9** | 1.Being able to identify intrinsic elements of literary and jurnalistic works.<br>2.Being able to identity a translated creative writing, i.e. poem and short story, in English.<br>3.Being able to translate an English short story or poem into Indonesian. | Analyze a travel writing to be translated. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio, practice<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: lecturing, sharing discussion<br>3 x 50 | | **Materi:** Writing a travel writing (1)<br>**Pustaka:** *Duncan, James and Derek Gregory. 2002. Writes of Passages: Reading Travel Writing . London & New York: Routledge.* | 3% |
| **10** | 1.Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words<br>2.Being able to demonstrate appropriate English when composing creative works. | Write a travel writing as instructed | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio, practice<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are:<br>Individual project, problem-based, sharing discussion<br>3 x 50 | | **Materi:** Writing a travel writing (2)<br>**Pustaka:** *Duncan, James and Derek Gregory. 2002. Writes of Passages: Reading Travel Writing . London & New York: Routledge.* | 4% |
| **11** | Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words. | Consultation to the teacher. Show acceptance | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Offline: The strategies used in the session are:<br>Individual project, problem-based, sharing discussion<br>3 x 50 | | **Materi:** Writing a travel writing (3)<br>**Pustaka:** *Duncan, James and Derek Gregory. 2002. Writes of Passages: Reading Travel Writing . London & New York: Routledge.* | 4% |
| **12** | 1.Being able to identify intrinsic elements of literary and journalistic works.<br>2.Being able to identity a translated creative writing, i.e. poem and short story, in English.<br>3.Being able to translate an English short story or poem into Indonesian. | Analyze a feature to be translated. | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio, practice<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: lecturing, sharing discussion<br>3 x 50 | | **Materi:** Writing a feature writing (1)<br>**Pustaka:** *Nugraha, Pepih. 2013. MenulisSosokSecaraInspiratif, Menarik, Unik. Jakarta: Penerbit Buku Kompas.* | 3% |
| **13** | 1.Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words.<br>2.Being able to demonstrate appropriate English when composing creative works. | Write a feature as instructed | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio, practice<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are:<br>Individual project, problem-based, sharing discussion<br>3 x 50 | | **Materi:** Writing a feature writing (2)<br>**Pustaka:** *Nugraha, Pepih. 2013. MenulisSosokSecaraInspiratif, Menarik, Unik. Jakarta: Penerbit Buku Kompas.* | 4% |
| **14** | 1.Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words.<br>2.Being able to show acceptance to teachers' and peer feedbacks. | Consultation to the teacher. Show acceptance | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio, practice<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Offline: The strategies used in the session are:<br>Individual project, problem-based, sharing discussion<br>3 x 50 | | **Materi:** Writing a feature writing (3)<br>**Pustaka:** *Nugraha, Pepih. 2013. MenulisSosokSecaraInspiratif, Menarik, Unik. Jakarta: Penerbit Buku Kompas.* | 4% |
| **15** | Being able to create reflective notes on the learners' understanding of the materials | Answer 3 questions on reflection. Accurate grammar and oral fluency | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio, Practice<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Offline: The strategies used in the session are: Review, sharing discussion, reflective practice<br>3 x 50 | | **Materi:** Review and reflection<br>**Pustaka:** *Nugraha, Pepih. 2013. MenulisSosokSecaraInspiratif, Menarik, Unik. Jakarta: Penerbit Buku Kompas.* | 8% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **16** | 1.Being able to write a poem of 100 words, short story of max 800 words, feature of max 800 words, and travel writing of max 800 words<br>2.Being able to demonstrate appropriate English when composing creative works. | Submit all fine works | **Kriteria:**<br>Criteria: 1.Quality of idea 2. Organization 3. Language use Form of Assessment: Participation, project/product assessment, Portfolio<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Offline: The strategies used in the session are: Individual project, summative test, portfolio<br>3 x 50 | | **Materi:** Submission of all fine works<br>**Pustaka:** *Booker, Christopher. 2004. The Seven Plots: Why We Tell Stories . New York: Continum.*<br><br>**Materi:** Submission of all fine works<br>**Pustaka:** *Duncan, James and Derek Gregory. 2002. Writes of Passages: Reading Travel Writing . London & New York: Routledge.*<br><br>**Materi:** Submission of all fine works<br>**Pustaka:** *Nugraha, Pepih. 2013. MenulisSosokSecaraInspiratif, Menarik, Unik. Jakarta: Penerbit Buku Kompas.*<br><br>**Materi:** Submission of all fine works<br>**Pustaka:** *Sutejo&Kasnadi. 2006. MenulisKreatif: KiatCeptMenulisPuisidanCerpen . Yogyakarta: Terakata* | 25% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 24% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 63% |
| 3. | Praktik / Unjuk Kerja | 13% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

| Kode Dokumen |
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RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| English for Media Industry | 7920204298 | | T=4 | P=0 | ECTS=6.36 | 7 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| Model Pembelajaran | Case Study | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | |
| | 1. Sikap | |
| | 2. Keterampilan Umum | |
| | 3. Keterampilan Khusus | |
| | 4. Pengetahuan | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | |
| Deskripsi Singkat MK | | |
| Pustaka | Utama : | |
| | Pendukung : | |
| Dosen Pengampu | | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | | | | | | | 0% |
| 2 | | | | | | | 0% |
| 3 | | | | | | | 0% |
| 4 | | | | | | | 0% |
| 5 | | | | | | | 0% |
| 6 | | | | | | | 0% |
| 7 | | | | | | | 0% |
| 8 | | | | | | | 0% |
| 9 | | | | | | | 0% |
| 10 | | | | | | | 0% |
| 11 | | | | | | | 0% |
| 12 | | | | | | | 0% |
| 13 | | | | | | | 0% |
| 14 | | | | | | | 0% |
| 15 | | | | | | | 0% |
| 16 | | | | | | | 0% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| | | 0% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

| Kode Dokumen |
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RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Englishh for Business Communication | 7920204296 | | T=4 | P=0 | ECTS=6.36 | 7 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Project Based Learning** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | Being able to create sound academic or non-academic works for various audiences and purposes |
| | CPL 2.B | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Being able to produce personal and professional business profile and documents. | |
| | CPMK 1.A | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| | CPMK 1.B | Being able to identify the key components of a well-written personal and professional business profile |
| | CPMK 1.C | Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements |
| | CPMK 1.D | Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients |
| | CPMK 1.E | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents |
| | CPMK 1.F | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| | CPMK 1.G | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| | 2. Being able to apply the principles of appropriate language and effective business communication both written and orally. | |
| | CPMK 2.A | Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients |
| | CPMK 2.B | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents |
| | CPMK 2.C | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| | CPMK 2.D | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| | CPMK 2.E | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| | CPMK 2.F | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| | CPMK 2.G | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| | CPMK 2.H | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| | 3. Being able to show problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement. | |
| | CPMK 3.A | Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements |
| | CPMK 3.B | Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients |
| | CPMK 3.C | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| | CPMK 3.D | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| | CPMK 3.E | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| | CPMK 3.F | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| | CPMK 3.G | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| | CPMK 3.H | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| | CPMK 3.I | Being able to apply reflective practice to enhance their communication skills and strategies in various business contexts |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| | Sub-CPMK2 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| | Sub-CPMK3 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| | Sub-CPMK4 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| | Sub-CPMK5 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| | Sub-CPMK6 | Being able to identify the key components of a well -written personal and professional business profile |
| | Sub-CPMK7 | Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements |
| | Sub-CPMK8 | Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients |
| | Sub-CPMK9 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| | Sub-CPMK10 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| | Sub-CPMK11 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| | Sub-CPMK12 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| | Sub-CPMK13 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| | Sub-CPMK14 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| | Sub-CPMK15 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| | Sub-CPMK16 | Being able to identify the key components of a well -written personal and professional business profile |
| | Sub-CPMK17 | Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements |
| | Sub-CPMK18 | Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients |
| | Sub-CPMK19 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| | Sub-CPMK20 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| | Sub-CPMK21 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| | Sub-CPMK22 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| | Sub-CPMK23 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| | Sub-CPMK24 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| | Sub-CPMK25 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| | Sub-CPMK26 | Being able to identify the key components of a well -written personal and professional business profile |
| | Sub-CPMK27 | Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements |
| | Sub-CPMK28 | Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients |

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| Sub-CPMK29 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK30 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK31 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK32 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| Sub-CPMK33 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| Sub-CPMK34 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| Sub-CPMK35 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK36 | Being able to identify the key components of a well -written personal and professional business profile |
| Sub-CPMK37 | Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements |
| Sub-CPMK38 | Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients |
| Sub-CPMK39 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK40 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK41 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK42 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| Sub-CPMK43 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| Sub-CPMK44 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
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| Sub-CPMK47 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| Sub-CPMK48 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK49 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK50 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| Sub-CPMK51 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK52 | Being able to identify the key components of a well-written personal and professional business profile |
| Sub-CPMK53 | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| Sub-CPMK54 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK55 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK56 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK57 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| Sub-CPMK58 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| Sub-CPMK59 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK60 | Being able to identify the key components of a well-written personal and professional business profile |
| Sub-CPMK61 | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| Sub-CPMK62 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK63 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK64 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK65 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished |
| Sub-CPMK66 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| Sub-CPMK67 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK68 | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| Sub-CPMK69 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK70 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK71 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK72 | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| Sub-CPMK73 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished |
| Sub-CPMK74 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy. and/or managing reputation. |
| Sub-CPMK75 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK76 | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| Sub-CPMK77 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK78 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK79 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK80 | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| Sub-CPMK81 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished |
| Sub-CPMK82 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy. and/or managing reputation. |
| Sub-CPMK83 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK84 | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| Sub-CPMK85 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK86 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK87 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK88 | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| Sub-CPMK89 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| Sub-CPMK90 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished |
| Sub-CPMK91 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| Sub-CPMK92 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK93 | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| Sub-CPMK94 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK95 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK96 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK97 | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| Sub-CPMK98 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| Sub-CPMK99 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished |
| Sub-CPMK100 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| Sub-CPMK101 | Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts |
| Sub-CPMK102 | Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations |
| Sub-CPMK103 | Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents. |
| Sub-CPMK104 | Being able to actively listen and respond to feedback and questions in a professional and respectful manner |
| Sub-CPMK105 | Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully |
| Sub-CPMK106 | Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback |
| Sub-CPMK107 | Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication |
| Sub-CPMK108 | Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished |
| Sub-CPMK109 | Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation |
| Sub-CPMK110 | Being able to apply reflective practice to enhance their communication skills and strategies in various business contexts |

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| **Deskripsi Singkat MK** | This course aims to empower students with communication skills for a successful career, aligned with SDGs 4 (Quality Education), 8 (Decent Work), 10 (Reduced Inequalities), and 17 (Partnerships). Students hone written and oral abilities in crafting resumes, excelling in interviews, and composing emails. The curriculum explores personal branding, public relation practices, and responsible social media use for career advancement. Through interactive activities, such as role-playing, discussions, and presentations, students gain confidence presenting themselves and their ideas. Assessment focuses on practical application, with projects organized around business documents, company profile presentations, and simulated press releases. By the end of the course, students will possess a strong foundation in business communication, and will be ready to navigate the professional world and contribute to a more inclusive and sustainable future. |
| **Pustaka** | **Utama :** |
| | 1. 1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.<br>2. 2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis. |
| | **Pendukung :** |
| | 1. 1. journals<br>2. 2. newspaper/magazines articles<br>3. 3. video |
| **Dosen Pengampu** | |

| **Mg Ke-** | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | **Penilaian** | | **Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]** | | **Materi Pembelajaran [ Pustaka ]** | **Bobot Penilaian (%)** |
|---|---|---|---|---|---|---|---|
| | | **Indikator** | **Kriteria & Bentuk** | **Luring (*offline*)** | **Daring (*online*)** | | |
| **(1)** | **(2)** | **(3)** | **(4)** | **(5)** | **(6)** | **(7)** | **(8)** |
| **1** | 1.Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully | 1.To be able to identify the different types and channels of business communication, including written, oral, and digital.<br>2.To be able to develop appropriate communication skills and strategies for different communication types and channels<br>3.To be able to identify the steps in the job search process<br>4.To be able to identify and describe interests and skills<br>5.To be able to read job ads and select job that is the best fit for interests and skills<br>6.To be able to plan personal profile for job application | **Kriteria:**<br>Spoken and Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing, small group discussion<br>3 X 50 | | **Materi:** Features of business communication<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Features of business communication<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 5% |
| **2** | 1.Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully | 1.To be able to identify the steps in the job search process<br>2.To be able to identify and describe interests and skills<br>3.To be able to read job ads and select job that is the best fit for interests and skills<br>4.To be able to plan personal profile for job application | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Lecturing, small group discussion<br>3 X 50 | | **Materi:** Entering Job Market<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Entering Job Market<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 5% |

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| **3** | 1. Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2. Being able to identify the key components of a well -written personal and professional business profile<br>3. Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements<br>4. Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients<br>5. Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>6. Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>7. Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>8. Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication<br>9. Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished<br>10. Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1. To be able to develop a comprehensive job application kit that includes a professional LinkedIn profile, portfolio, CV, and cover letter.<br>2. To be able to identify the key elements that make a successful LinkedIn profile, including a professional headshot, a well - written summary, and relevant skills and experience.<br>3. To be able to understand how to effectively showcase their skills and accomplishments through a professional portfolio, including selecting appropriate samples and presenting them in a visually appealing and organized manner.<br>4. To be able to develop a compelling CV that highlights their relevant education, work experience, skills, and achievements, and tailors it to the specific job they are applying for.<br>5. To be able to understand the purpose and structure of a cover letter, and how to craft one that effectively communicates their interest in the job, relevant qualifications, and value they can bring to the organization.<br>6. To be able to use appropriate language and tone in all elements of their job application kit, demonstrating professionalism and attention to detail.<br>7. To be able to understand the importance of tailoring their job application materials to the specific job and company they are applying to, and be able to do so effectively.<br>8. To be able to utilize strategies for managing and organizing their job search, including keeping track of applications, following up with potential employers, and managing job offers and negotiations.<br>9. To be able to develop a strong personal and professional profile that aligns with their career goals and effectively communicates their unique skills and strengths.<br>10. To be able to reflect on their own learning and development throughout the course, identifying areas for improvement and setting goals for ongoing personal and professional growth | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Lecturing, small group discussion, individual project assignment<br>3 X 50 | | **Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 6% |

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| **4** | 1.Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2.Being able to identify the key components of a well -written personal and professional business profile<br>3.Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements<br>4.Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients<br>5.Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>6.Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>7.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>8.Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication<br>9.Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished<br>10.Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1.To be able to develop a comprehensive job application kit that includes a professional LinkedIn profile, portfolio, CV, and cover letter.<br>2.To be able to identify the key elements that make a successful LinkedIn profile, including a professional headshot, a well -written summary, and relevant skills and experience.<br>3.To be able to understand how to effectively showcase their skills and accomplishments through a professional portfolio, including selecting appropriate samples and presenting them in a visually appealing and organized manner.<br>4.To be able to develop a compelling CV that highlights their relevant education, work experience, skills, and achievements, and tailors it to the specific job they are applying for.<br>5.To be able to understand the purpose and structure of a cover letter, and how to craft one that effectively communicates their interest in the job, relevant qualifications, and value they can bring to the organization.<br>6.To be able to use appropriate language and tone in all elements of their job application kit, demonstrating professionalism and attention to detail.<br>7.To be able to understand the importance of tailoring their job application materials to the specific job and company they are applying to, and be able to do so effectively.<br>8.To be able to utilize strategies for managing and organizing their job search, including keeping track of applications, following up with potential employers, and managing job offers and negotiations.<br>9.To be able to develop a strong personal and professional profile that aligns with their career goals and effectively communicates their unique skills and strengths.<br>10.To be able to reflect on their own learning and development throughout the course, identifying areas for improvement and setting goals for ongoing personal and professional growth | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Lecturing, small group discussion, individual project assignment<br>3 X 50 | | **Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 6% |

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| **5** | 1. Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2. Being able to identify the key components of a well -written personal and professional business profile<br>3. Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements<br>4. Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients<br>5. Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>6. Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>7. Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>8. Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication<br>9. Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished<br>10. Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1. To be able to develop a comprehensive job application kit that includes a professional LinkedIn profile, portfolio, CV, and cover letter.<br>2. To be able to identify the key elements that make a successful LinkedIn profile, including a professional headshot, a well - written summary, and relevant skills and experience.<br>3. To be able to understand how to effectively showcase their skills and accomplishments through a professional portfolio, including selecting appropriate samples and presenting them in a visually appealing and organized manner.<br>4. To be able to develop a compelling CV that highlights their relevant education, work experience, skills, and achievements, and tailors it to the specific job they are applying for.<br>5. To be able to understand the purpose and structure of a cover letter, and how to craft one that effectively communicates their interest in the job, relevant qualifications, and value they can bring to the organization.<br>6. To be able to use appropriate language and tone in all elements of their job application kit, demonstrating professionalism and attention to detail.<br>7. To be able to understand the importance of tailoring their job application materials to the specific job and company they are applying to, and be able to do so effectively.<br>8. To be able to utilize strategies for managing and organizing their job search, including keeping track of applications, following up with potential employers, and managing job offers and negotiations.<br>9. To be able to develop a strong personal and professional profile that aligns with their career goals and effectively communicates their unique skills and strengths.<br>10. To be able to reflect on their own learning and development throughout the course, identifying areas for improvement and setting goals for ongoing personal and professional growth | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Lecturing, small group discussion, individual project assignment<br>3 X 50 | | **Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 6% |

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| **6** | 1.Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2.Being able to identify the key components of a well -written personal and professional business profile<br>3.Being able to prepare an effective personal and professional business profile that showcases your skills, experience, and achievements<br>4.Being able to compose compelling and persuasive resumes, cover letters, portfolios, presentations, and business documents that effectively communicate your qualifications and value proposition to potential employers or clients<br>5.Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>6.Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>7.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>8.Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication<br>9.Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished<br>10.Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1.To be able to develop a comprehensive job application kit that includes a professional LinkedIn profile, portfolio, CV, and cover letter.<br>2.To be able to identify the key elements that make a successful LinkedIn profile, including a professional headshot, a well - written summary, and relevant skills and experience.<br>3.To be able to understand how to effectively showcase their skills and accomplishments through a professional portfolio, including selecting appropriate samples and presenting them in a visually appealing and organized manner.<br>4.To be able to develop a compelling CV that highlights their relevant education, work experience, skills, and achievements, and tailors it to the specific job they are applying for.<br>5.To be able to understand the purpose and structure of a cover letter, and how to craft one that effectively communicates their interest in the job, relevant qualifications, and value they can bring to the organization.<br>6.To be able to use appropriate language and tone in all elements of their job application kit, demonstrating professionalism and attention to detail.<br>7.To be able to understand the importance of tailoring their job application materials to the specific job and company they are applying to, and be able to do so effectively.<br>8.To be able to utilize strategies for managing and organizing their job search, including keeping track of applications, following up with potential employers, and managing job offers and negotiations.<br>9.To be able to develop a strong personal and professional profile that aligns with their career goals and effectively communicates their unique skills and strengths.<br>10.To be able to reflect on their own learning and development throughout the course, identifying areas for improvement and setting goals for ongoing personal and professional growth | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Lecturing, small group discussion, individual project assignment<br>3 X 50 | | **Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Job application kit (personal professional profile, portfolio, cv, and cover letter)<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 7% |

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| **7** | 1.Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>2.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>3.Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication | 1.To be able to understand the importance of first impressions and body language during the job interview, and develop strategies for projecting a professional and confident image.<br>2.To be able to use appropriate language and tone during the job interview, demonstrating professionalism, active listening, and empathy.<br>3.To be able to develop communication and negotiation skills to address questions about salary, benefits, and job responsibilities during the job interview.<br>4.To be able to understand the importance of nonverbal communication during virtual job interviews, including eye contact, body language, and tone of voice.<br>5.To be able to use reflective practice to analyze and evaluate the outcomes of the job interview, identifying strengths and areas for improvement in their own performance<br>6.To be able to use reflective practice to analyze and evaluate the outcomes of the job interview, identifying strengths and areas for improvement in their own performance | **Kriteria:**<br>Spoken<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, small group discussion, interview practice<br>3 X 50 | | **Materi:** Job Interviews<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Job Interviews<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 7% |
| **8** | 1.Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>2.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>3.Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication | 1.To be able to understand the importance of first impressions and body language during the job interview, and develop strategies for projecting a professional and confident image.<br>2.To be able to use appropriate language and tone during the job interview, demonstrating professionalism, active listening, and empathy.<br>3.To be able to develop communication and negotiation skills to address questions about salary, benefits, and job responsibilities during the job interview.<br>4.To be able to understand the importance of nonverbal communication during virtual job interviews, including eye contact, body language, and tone of voice.<br>5.To be able to use reflective practice to analyze and evaluate the outcomes of the job interview, identifying strengths and areas for improvement in their own performance<br>6.To be able to use reflective practice to analyze and evaluate the outcomes of the job interview, identifying strengths and areas for improvement in their own performance | **Kriteria:**<br>Spoken<br><br>**Bentuk Penilaian** :<br>Praktik / Unjuk Kerja | Lecturing, small group discussion, interview practice<br>3 X 50 | | **Materi:** Job Interviews<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Job Interviews<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 8% |

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| **9** | 1. Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2. Being able to identify the key components of a well-written personal and professional business profile<br>3. Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations<br>4. Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>5. Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>6. Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>7. Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished<br>8. Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1. To be able to identify the essential components of a company profile, including history, mission, values, products/services, and competitive advantage.<br>2. To be able to research and analyze the organization to gather relevant information for the company profile. media campaigns<br>3. To be able to develop a clear and concise draft of the company profile that effectively communicates the organization's message and personality.<br>4. To be able to use appropriate language and tone to convey the organization's brand image and values in the company profile.<br>5. To be able to revise the company profile based on feedback from stakeholders to ensure it meets the communication objectives.<br>6. To be able to edit and proofread the company profile for grammar, spelling, and formatting errors.<br>7. To be able to present the company profile to stakeholders using various communication channels, such as the organization's website, social media, and marketing materials. | **Kriteria:**<br>Product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project based<br>3 X 50 | | **Materi:** Company profile<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Company profile<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 7% |

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| **10** | 1. Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2. Being able to identify the key components of a well-written personal and professional business profile<br>3. Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations<br>4. Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>5. Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>6. Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>7. Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error-free and professionally polished<br>8. Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1. To be able to identify the essential components of a company profile, including history, mission, values, products/services, and competitive advantage.<br>2. To be able to research and analyze the organization to gather relevant information for the company profile. media campaigns<br>3. To be able to develop a clear and concise draft of the company profile that effectively communicates the organization's message and personality.<br>4. To be able to use appropriate language and tone to convey the organization's brand image and values in the company profile.<br>5. To be able to revise the company profile based on feedback from stakeholders to ensure it meets the communication objectives.<br>6. To be able to edit and proofread the company profile for grammar, spelling, and formatting errors.<br>7. To be able to present the company profile to stakeholders using various communication channels, such as the organization's website, social media, and marketing materials. | **Kriteria:**<br>Product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project based<br>3 X 50 | | **Materi:** Company profile<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Company profile<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 8% |

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| **11** | 1. Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2. Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations<br>3. Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>4. Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>5. Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>6. Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback<br>7. Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished<br>8. Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy. and/or managing reputation. | 1. To be able to understand the role of public relations in business communication and the importance of social media in supporting public relations goals.<br>2. To be able to identify the key elements of a successful social media strategy.<br>3. To be able to analyze trends in social media usage and their impact on public relations<br>4. To be able to create a social media plan that supports the organization's public relations goals. | **Kriteria:**<br>Product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project based<br>3 x 50 | | **Materi:** Public Relation and Social Media<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Public Relation and Social Media<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 7% |

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| **12** | 1.Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2.Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations<br>3.Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>4.Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>5.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>6.Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback<br>7.Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished<br>8.Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy. and/or managing reputation. | 1.To be able to understand the role of public relations in business communication and the importance of social media in supporting public relations goals.<br>2.To be able to identify the key elements of a successful social media strategy.<br>3.To be able to analyze trends in social media usage and their impact on public relations<br>4.To be able to create a social media plan that supports the organization's public relations goals. | **Kriteria:**<br>Product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project based<br>3 x 50 | | **Materi:** Public Relation and Social Media<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Public Relation and Social Media<br>**Pustaka:** *2. Chesebro, J. L. (2014). Professional Communication at Work: Interpersonal Strategies for Career Success. Taylor & Francis.* | 8% |

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| **13** | 1.Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2.Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations<br>3.Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>4.Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>5.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>6.Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback<br>7.Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication<br>8.Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished<br>9.Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1.To be able to develop an effective presentation strategy, including planning, preparation, and delivery.<br>2.To be able to use effective presentation skills, such as voice projection, eye contact, and body language, to engage the audience.<br>3.To be able to compose engaging presentation content, including visual aids, to support the presentation objectives.<br>4.To be able to adapt presentation style and content to suit different audiences and contexts.<br>5.To be able to use appropriate technology and tools to enhance the presentation | **Kriteria:**<br>Product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project based<br>3 x 50 | | **Materi:** Business Presentations<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Business Presentations<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.* | 5% |

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| **14** | 1.Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2.Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations<br>3.Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>4.Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>5.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>6.Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback<br>7.Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication<br>8.Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished<br>9.Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1.To be able to develop an effective presentation strategy, including planning, preparation, and delivery.<br>2.To be able to use effective presentation skills, such as voice projection, eye contact, and body language, to engage the audience.<br>3.To be able to compose engaging presentation content, including visual aids, to support the presentation objectives.<br>4.To be able to adapt presentation style and content to suit different audiences and contexts.<br>5.To be able to use appropriate technology and tools to enhance the presentation | **Kriteria:**<br>Product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project based<br>3 x 50 | | **Materi:** Business Presentations<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Business Presentations<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.* | 5% |

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| **15** | 1.Being able to understand the purpose and importance of personal and professional business profiles and documents in various contexts<br>2.Being able to organize and structure written communication for maximum impact and readability, including business documents, social media posts, and presentations<br>3.Being able to apply different formatting and design elements to enhance the visual appeal and readability of your personal and professional business profiles and documents.<br>4.Being able to actively listen and respond to feedback and questions in a professional and respectful manner<br>5.Being able to use appropriate language and tone to convey messages clearly, professionally, and respectfully<br>6.Being able to develop effective speaking and presentation skills, including planning and organizing presentations, using visual aids, and handling questions and feedback<br>7.Being able to recognize the importance of nonverbal communication and learn how to use it to enhance the effectiveness of written and oral communication<br>8.Being able to develop effective proofreading and editing skills to ensure that your personal and professional business profiles and documents are error -free and professionally polished<br>9.Being be able to apply the principles of effective business communication in using new technology and social media, developing social media strategy, and/or managing reputation | 1.To be able to develop an effective presentation strategy, including planning, preparation, and delivery.<br>2.To be able to use effective presentation skills, such as voice projection, eye contact, and body language, to engage the audience.<br>3.To be able to compose engaging presentation content, including visual aids, to support the presentation objectives.<br>4.To be able to adapt presentation style and content to suit different audiences and contexts.<br>5.To be able to use appropriate technology and tools to enhance the presentation | **Kriteria:**<br>Product assessment<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Project based<br>3 x 50 | | **Materi:** Business Presentations<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.*<br><br>**Materi:** Business Presentations<br>**Pustaka:** *1. Chan, M. (2020). English for Business Communication (1st ed.). Routledge.* | 5% |
| **16** | Being able to apply reflective practice to enhance their communication skills and strategies in various business contexts | 1.Develop the ability to reflect on past communication experiences and identify areas for improvement<br>2.Use feedback to identify areas for improvement and adjust communication strategies accordingly.<br>3.To be able to create a plan for ongoing reflective practice that includes setting goals, monitoring progress, and adjusting strategies as needed. | **Kriteria:**<br>Written<br><br>**Bentuk Penilaian** :<br>Tes | Reflective practice<br>3 x 50 | | **Materi:** Wrap up reflective<br>**Pustaka:** *1. journals* | 5% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 7.5% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 57.5% |
| 3. | Praktik / Unjuk Kerja | 30% |
| 4. | Tes | 5% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

| Kode Dokumen |
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RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Kuliah Kerja Nyata | 7920203109 | | T=3 | P=0 | ECTS=4.77 | 7 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

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|---|---|---|
| **Model Pembelajaran** | **Project Based Learning** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | **2. Keterampilan Umum** | |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Observasi dan Analisis Masalah |
| | Sub-CPMK2 | Observasi dan Analisis Masalah |
| | Sub-CPMK3 | Observasi dan Analisis Masalah |
| | Sub-CPMK4 | Observasi dan Analisis Masalah |
| | Sub-CPMK5 | Perencanaan Program |
| | Sub-CPMK6 | Perencanaan Program |
| | Sub-CPMK7 | Perencanaan Program |
| | Sub-CPMK8 | Perencanaan Program |
| | Sub-CPMK9 | Implementasi Program |
| | Sub-CPMK10 | Implementasi Program |
| | Sub-CPMK11 | Implementasi Program |
| | Sub-CPMK12 | Implementasi Program |
| | Sub-CPMK13 | Evaluasi dan Laporan Akhir |
| | Sub-CPMK14 | Evaluasi dan Laporan Akhir |
| | Sub-CPMK15 | Evaluasi dan Laporan Akhir |
| | Sub-CPMK16 | Mampu menerapkan teori dalam praktik nyata. |
| **Deskripsi Singkat MK** | Kuliah Kerja Nyata (KKN) adalah mata kuliah berbasis pengalaman yang melibatkan mahasiswa untuk terjun langsung ke masyarakat, dengan tujuan menerapkan ilmu dan keterampilan akademik untuk menyelesaikan masalah nyata di masyarakat. Mahasiswa bekerja sama dengan instansi terkait serta masyarakat lokal untuk meningkatkan kesejahteraan, pendidikan, dan pembangunan sosial-ekonomi di suatu wilayah. Kegiatan ini bertujuan mengembangkan kemampuan kepemimpinan, kerjasama tim, komunikasi, dan berpikir kritis. | |
| **Pustaka** | **Utama :** | |
| | 1. Freire, Paulo.<br>2. Kretzmann, J.P. & McKnight, J.L.<br>3. DeFilippis, J., Fisher, R., & Shragge, E.<br>4. Ostrom, E. "Governing the Commons: The Evolution of Institutions for Collective Action." 1990. Karya ini membahas institusi masyarakat lokal dalam mengelola sumber daya bersama. | |
| | **Pendukung :** | |
| **Dosen Pengampu** | | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Observasi dan Analisis Masalah | Mahasiswa mampu melakukan observasi sistematis di lapangan. | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>2 X 50 | online<br>2 X 50 | **Materi:** Mahasiswa melakukan observasi<br>**Pustaka:** *Freire, Paulo.* | 5% |
| 2 | Observasi dan Analisis Masalah | Mahasiswa dapat mengidentifikasi kebutuhan mendesak masyarakat berdasarkan data empiris. | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>2 X 50 | online<br>2 X 50 | **Materi:** Mahasiswa melakukan observasi<br>**Pustaka:** *Freire, Paulo.* | 5% |
| 3 | Observasi dan Analisis Masalah | Mahasiswa mampu menyusun laporan analisis masalah | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>2 X 50 | online<br>2 X 50 | **Materi:** Mahasiswa melakukan observasi<br>**Pustaka:** *Freire, Paulo.* | 5% |
| 4 | Observasi dan Analisis Masalah | Ketepatan dalam mengidentifikasi masalah, kejelasan laporan, dan relevansi data yang digunakan. | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>2 X 50 | online<br>2 X 50 | **Materi:** Mahasiswa melakukan observasi<br>**Pustaka:** *Freire, Paulo.* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **5** | Perencanaan Program | Mahasiswa dapat merancang program yang relevan dengan kebutuhan masyarakat | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>3 X 50 | online<br>3 X 50 | **Materi:**<br>Perencanaan Program<br>**Pustaka:**<br>*Kretzmann, J.P. & McKnight, J.L.* | 5% |
| **6** | Perencanaan Program | Mahasiswa mampu menentukan target pencapaian yang terukur dan realistis | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>3 X 50 | online<br>3 X 50 | **Materi:**<br>Perencanaan Program<br>**Pustaka:**<br>*Kretzmann, J.P. & McKnight, J.L.* | 5% |
| **7** | Perencanaan Program | Mahasiswa mampu mempertimbangkan aspek keberlanjutan program. | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>3 X 50 | online<br>3 X 50 | **Materi:**<br>Perencanaan Program<br>**Pustaka:**<br>*Kretzmann, J.P. & McKnight, J.L.* | 5% |
| **8** | Perencanaan Program | Kejelasan rencana, inovasi dalam program, dan potensi keberlanjutan. | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>3 X 50 | online<br>3 X 50 | **Materi:**<br>Perencanaan Program<br>**Pustaka:**<br>*Kretzmann, J.P. & McKnight, J.L.* | 5% |
| **9** | Implementasi Program | Mahasiswa mampu mengorganisasi tim kerja dan membagi tugas secara efektif. | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>3 X 50 | online<br>3 X 50 | **Materi:**<br>Implementasi Program<br>**Pustaka:**<br>*DeFilippis, J., Fisher, R., & Shragge, E.* | 5% |
| **10** | Implementasi Program | Mahasiswa dapat menjalankan program sesuai dengan rencana dan target yang telah ditetapkan. | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>3 X 50 | online<br>3 X 50 | **Materi:**<br>Implementasi Program<br>**Pustaka:**<br>*DeFilippis, J., Fisher, R., & Shragge, E.* | 5% |
| **11** | Implementasi Program | Mahasiswa dapat berkomunikasi dan berkolaborasi dengan pihak eksternal (masyarakat dan instansi lokal). | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>3 X 50 | online<br>3 X 50 | **Materi:**<br>Implementasi Program<br>**Pustaka:**<br>*DeFilippis, J., Fisher, R., & Shragge, E.* | 5% |
| **12** | Implementasi Program | Keberhasilan pelaksanaan program, kemampuan bekerja sama, dan dampak program. | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>3 X 50 | online<br>3 X 50 | **Materi:**<br>Implementasi Program<br>**Pustaka:**<br>*DeFilippis, J., Fisher, R., & Shragge, E.* | 5% |
| **13** | Evaluasi dan Laporan Akhir | Mahasiswa dapat melakukan evaluasi program berdasarkan data lapangan. | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>3 X 50 | online<br>3 X 50 | **Materi:** Evaluasi dan Laporan Akhir<br>**Pustaka:** *Ostrom, E.* | 5% |
| **14** | Evaluasi dan Laporan Akhir | Mahasiswa mampu menyusun laporan akhir yang komprehensif. | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>3 X 50 | online<br>3 X 50 | **Materi:** Evaluasi dan Laporan Akhir<br>**Pustaka:** *Ostrom, E.* | 5% |
| **15** | Evaluasi dan Laporan Akhir | Mahasiswa dapat memberikan rekomendasi perbaikan untuk program berikutnya. | **Kriteria:**<br>1.Observasi dan Identifikasi Masalah 20%<br>2.Perencanaan Program 30%<br>3.Implementasi Program 30%<br>4.Evaluasi dan Laporan Akhir 20%<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline<br>3 X 50 | online<br>3 X 50 | **Materi:** Evaluasi dan Laporan Akhir<br>**Pustaka:** *Ostrom, E.* | 5% |
| **16** | Mampu menerapkan teori dalam praktik nyata. | | **Kriteria:**<br>1.Kemampuan merumuskan masalah yang jelas.<br>2.Pemilihan metode yang relevan dan tepat.<br>3.Struktur, kejelasan, dan referensi yang digunakan<br>4.Keterampilan komunikasi dan visualisasi data.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja | offline | Online | **Materi:** Mampu menerapkan teori dalam praktik nyata.<br>**Pustaka:** *Ostrom, E.* | 0% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 25.05% |
| 2. | Penilaian Praktikum | 25.05% |
| 3. | Praktik / Unjuk Kerja | 25.05% |
| | | 75.15% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Literature and Memory | 7920202300 | Mata Kuliah Pilihan Program Studi | T=2 | P=0 | ECTS=3.18 | 7 | 25 September 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | Uci Elly Kholidah, S.S., M.A. | Ephrilia Noor Fitriana, S.Hum., M.Hum. | Dr. Ali Mustofa, S.S., M.Pd. |

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|---|---|---|
| **Model Pembelajaran** | **Case Study** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | **2. Keterampilan Umum** | |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Develop logical, critical, and creative thinking in analyzing the role of memory in literature, aligning with contemporary memory studies. | |
| | 2. Demonstrate the ability to communicate and collaborate in group discussions, presentations, and critical debates on literary texts related to memory. | |
| | 3. Interpret a variety of literary texts, focusing on themes of memory, trauma, and identity across genres and historical contexts. | |
| | 4. Produce well-structured written and oral analyses, reflecting scholarly engagement with memory studies, intended for academic and non-academic audiences. | |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Students will be able to define different types of memory (personal, cultural, historical) and their relevance to literary studies. |
| | Sub-CPMK2 | Students will analyze autobiographical texts to examine the relationship between memory and identity, assessing the reliability of memory in self-representation. |
| | Sub-CPMK3 | Students will examine how literature reconstructs collective memory and historical trauma, comparing literary and historical representations. |
| | Sub-CPMK4 | Students will dissect the role of trauma in shaping memory and explore the implications of forgetting in literary texts. |
| | Sub-CPMK5 | Students will categorize different forms of nostalgia in literature and discuss their impact on memory, engaging in thematic discussions. |
| | Sub-CPMK6 | Students will examine how literature reconstructs collective memory and historical trauma, comparing literary and historical representations. |
| | Sub-CPMK7 | Students will discover how postcolonial literature reconstructs historical memory, emphasizing the politics of remembering and forgetting. |
| | Sub-CPMK8 | Students will inspect literary representations of intergenerational trauma and discuss how memory is passed through generations. |
| | Sub-CPMK9 | Students will demonstrate their ability to critically analyze literary texts through written responses, focusing on the role of memory, trauma, and identity as discussed in the first half of the course. |
| | Sub-CPMK10 | Students will dissect the role of trauma in shaping memory and explore the implications of forgetting in literary texts. |
| | Sub-CPMK11 | Students will dissect the role of trauma in shaping memory and explore the implications of forgetting in literary texts. |
| | Sub-CPMK12 | Students will discover how postcolonial literature reconstructs historical memory, emphasizing the politics of remembering and forgetting. |
| | Sub-CPMK13 | Students will be able to critically assess different types of memory (personal, cultural, historical) and their relevance to literary studies. |
| | Sub-CPMK14 | Students will evaluate how memory is represented in contemporary media and digital culture, testing the evolving role of memory in the digital age. |
| | Sub-CPMK15 | Students will inspect literary representations of intergenerational trauma and discuss how memory is passed through generations. |
| | Sub-CPMK16 | Students will synthesize their understanding of memory studies by producing comprehensive written analyses or essays, integrating themes from across the course, and reflecting on literary representations of memory in various genres and historical contexts. |
| **Deskripsi Singkat MK** | The Literature and Memory course explores the intricate relationship between memory and literary expression, focusing on how literature reflects and shapes personal, cultural, and historical memory. Through close readings of various genres—autobiography, historical fiction, modernism, postcolonial narratives, and contemporary media—students will analyze themes such as trauma, nostalgia, intergenerational memory, and the politics of remembering and forgetting. This course fosters critical thinking and interpretive skills, offering insights into how memory functions in literature and influences identity and collective consciousness across different cultural and historical contexts. | |
| **Pustaka** | **Utama :** | |
| | 1. Hirsch, M. (2012). The generation of postmemory: Writing and visual culture after the Holocaust. Columbia University Press.<br>2. LaCapra, D. (2001). Writing history, writing trauma. Johns Hopkins University Press.<br>3. Caruth, C. (1996). Unclaimed experience: Trauma, narrative, and history. Johns Hopkins University Press.<br>4. Assmann, A. (2011). Cultural memory and Western civilization: Functions, media, archives. Cambridge University Press.<br>5. Ricoeur, P. (2004). Memory, history, forgetting (K. Blamey & D. Pellauer, Trans.). University of Chicago Press.<br>6. Sontag, S. (2003). Regarding the pain of others. Farrar, Straus and Giroux.<br>7. Nora, P. (1996). Realms of memory: Rethinking the French past (L. D. Kritzman, Ed., A. Goldhammer, Trans.). Columbia University Press. | |
| | **Pendukung :** | |
| | 1. Some articles related to memory and trauma.<br>2. Some articles literary works related to memory and trauma. | |
| **Dosen Pengampu** | | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Students will be able to define different types of memory (personal, cultural, historical) and their relevance to literary studies. | Students can provide examples from literary texts that demonstrate each type of memory (personal, cultural, and historical). | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline<br>2x50 mnt | | **Materi:** Introduction to Literature and Memory<br>**Pustaka:** *LaCapra, D. (2001). Writing history, writing trauma. Johns Hopkins University Press.* | 3% |
| 2 | Students will analyze autobiographical texts to examine the relationship between memory and identity, assessing the reliability of memory in self-representation. | Students can critically assess how memory is portrayed in an autobiographical text and evaluate its reliability in the self-representation of the author. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Offline<br>2x50 mnt | | **Materi:** Memory and Autobiography<br>**Pustaka:** *LaCapra, D. (2001). Writing history, writing trauma. Johns Hopkins University Press.* | 4% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **3** | Students will examine how literature reconstructs collective memory and historical trauma, comparing literary and historical representations. | Students can compare and contrast literary and historical representations of collective memory and historical trauma, providing examples from historical fiction and supporting their analysis with relevant concepts from memory studies. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline<br>2x50 mnt | | **Materi:** Memory and Historical Fiction<br>**Pustaka:** *Sontag, S. (2003). Regarding the pain of others. Farrar, Straus and Giroux.* | 3% |
| **4** | Students will dissect the role of trauma in shaping memory and explore the implications of forgetting in literary texts. | Students can analyze specific literary texts to identify how trauma influences memory formation and discuss the narrative implications of forgetting, using relevant examples to support their arguments. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline<br>2x50 mnt | | **Materi:** Memory, Forgetting, and Trauma<br>**Pustaka:** *Ricoeur, P. (2004). Memory, history, forgetting (K. Blamey & D. Pellauer, Trans.). University of Chicago Press.* | 3% |
| **5** | Students will categorize different forms of nostalgia in literature and discuss their impact on memory, engaging in thematic discussions. | Students can identify and categorize various forms of nostalgia in literary texts and actively participate in discussions on how each form affects the portrayal of memory. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | | Online<br>2x50 mnt | **Materi:** Memory and Nostalgia.<br>**Pustaka:** *Ricoeur, P. (2004). Memory, history, forgetting (K. Blamey & D. Pellauer, Trans.). University of Chicago Press.* | 3% |
| **6** | Students will examine how literature reconstructs collective memory and historical trauma, comparing literary and historical representations. | Students can analyze how literary texts reconstruct collective memory and historical trauma through myth and cultural memory, and compare these literary reconstructions with historical accounts or representations | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Offline<br>2x50 mnt | | **Materi:** Memory, Myth, and Cultural Memory.<br>**Pustaka:** *Assmann, A. (2011). Cultural memory and Western civilization: Functions, media, archives. Cambridge University Press.* | 4% |
| **7** | Students will discover how postcolonial literature reconstructs historical memory, emphasizing the politics of remembering and forgetting. | Students can critically analyze postcolonial literary texts to identify how they reconstruct historical memory, with a focus on the political dynamics of remembering and forgetting in postcolonial contexts. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Offline<br>2x50 mnt | | **Materi:** Memory in Postcolonial Literature<br>**Pustaka:** *Caruth, C. (1996). Unclaimed experience: Trauma, narrative, and history. Johns Hopkins University Press.* | 5% |
| **8** | Students will inspect literary representations of intergenerational trauma and discuss how memory is passed through generations. | Students can analyze literary texts to identify representations of intergenerational trauma and articulate how memory is transmitted across generations, supporting their analysis with specific examples from the texts. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline<br>2x50 mnt | | **Materi:** Memory and Intergenerational Trauma<br>**Pustaka:** *Hirsch, M. (2012). The generation of postmemory: Writing and visual culture after the Holocaust. Columbia University Press.* | 3% |
| **9** | Students will demonstrate their ability to critically analyze literary texts through written responses, focusing on the role of memory, trauma, and identity as discussed in the first half of the course. | Students can produce a well-structured written response that critically analyzes a selected literary text, effectively discussing the themes of memory, trauma, and identity, and providing textual evidence to support their arguments. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Tes | Offline<br>2x50 mnt | | **Materi:** Mid-Term Exam<br>**Pustaka:** *LaCapra, D. (2001). Writing history, writing trauma. Johns Hopkins University Press.* | 20% |
| **10** | Students will dissect the role of trauma in shaping memory and explore the implications of forgetting in literary texts. | Students can analyze specific literary texts to explore how trauma influences memory formation and discuss the physical implications of forgetting, using textual evidence to illustrate their points. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Offline<br>2x50 mnt | | **Materi:** Memory and the Body<br>**Pustaka:** *Sontag, S. (2003). Regarding the pain of others. Farrar, Straus and Giroux.* | 3% |
| **11** | Students will dissect the role of trauma in shaping memory and explore the implications of forgetting in literary texts. | Students can evaluate modernist literary texts to identify how trauma shapes memory and discuss the narrative implications of forgetting, incorporating relevant theoretical frameworks to support their analysis. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | | Online<br>2x50 mnt | **Materi:** The Role of Memory in Modernist Literature<br>**Pustaka:** *Caruth, C. (1996). Unclaimed experience: Trauma, narrative, and history. Johns Hopkins University Press.* | 3% |
| **12** | Students will discover how postcolonial literature reconstructs historical memory, emphasizing the politics of remembering and forgetting. | Students can analyze postcolonial texts to identify the ways in which historical memory is reconstructed and discuss the political implications of remembering and forgetting within these narratives, using specific examples to support their insights. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Offline<br>2x50 mnt | | **Materi:** Memory, Politics, and Power.<br>**Pustaka:** *Ricoeur, P. (2004). Memory, history, forgetting (K. Blamey & D. Pellauer, Trans.). University of Chicago Press.* | 3% |

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|---|---|---|---|---|---|---|---|
| **13** | Students will be able to critically assess different types of memory (personal, cultural, historical) and their relevance to literary studies. | Students can evaluate literary texts to identify and differentiate between personal, cultural, and historical memories, discussing their relevance to environmental themes and the broader context of literary studies. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Penilaian Portofolio | Offline<br>2x50 mnt | | **Materi:** Memory and the Environment.<br>**Pustaka:** *Assmann, A. (2011). Cultural memory and Western civilization: Functions, media, archives. Cambridge University Press.* | 4% |
| **14** | Students will evaluate how memory is represented in contemporary media and digital culture, testing the evolving role of memory in the digital age. | Students can analyze examples from contemporary media and digital culture to assess how memory is represented, discussing the implications of these representations on societal understanding and individual memory in the digital age. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Offline<br>2x50 mnt | | **Materi:** Memory in Popular Culture and Digital Age.<br>**Pustaka:** *Hirsch, M. (2012). The generation of postmemory: Writing and visual culture after the Holocaust. Columbia University Press.* | 4% |
| **15** | Students will inspect literary representations of intergenerational trauma and discuss how memory is passed through generations. | Students can dive into literary texts to explore how intergenerational trauma shapes identity, and explain how memory gets passed down through generations, using specific examples to back up their insights. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Portofolio | Offline<br>2x50 mnt | | **Materi:** Memory and Identity Construction<br>**Pustaka:** *Assmann, A. (2011). Cultural memory and Western civilization: Functions, media, archives. Cambridge University Press.* | 5% |
| **16** | Students will synthesize their understanding of memory studies by producing comprehensive written analyses or essays, integrating themes from across the course, and reflecting on literary representations of memory in various genres and historical contexts. | Students can create a well-organized and insightful essay that synthesizes key themes from the course, demonstrating a comprehensive understanding of memory studies and analyzing literary representations of memory across different genres and historical contexts. | **Kriteria:**<br>Oral<br><br>**Bentuk Penilaian** :<br>Tes | Offline<br>2x50 mnt | | **Materi:** Final Exam<br>**Pustaka:** *Nora, P. (1996). Realms of memory: Rethinking the French past (L. D. Kritzman, Ed., A. Goldhammer, Trans.). Columbia University Press.* | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 28% |
| 2. | Penilaian Portofolio | 22% |
| 3. | Tes | 50% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Skripsi | 7920206193 | Mata Kuliah Wajib Program Studi | T=6 | P=0 | ECTS=9.54 | 7 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | | |
|---|---|---|
| **Model Pembelajaran** | **Project Based Learning** | |
| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** | |
| | **1. Sikap** | |
| | CPL 1.A | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement |
| | **2. Keterampilan Umum** | |
| | CPL 2.A | : Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. |
| | **3. Keterampilan Khusus** | |
| | **4. Pengetahuan** | |
| | CPL 4.A | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. |
| | **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| | 1. Research Design and Proposal development | |
| | CPMK 1.A | Students will be able to formulate a well-defined research question, design an appropriate research methodology, and develop a comprehensive research proposal that demonstrates a clear understanding of the chosen topic. |
| | 2. Literature Review Competence | |
| | CPMK 2.A | Students will master the skills necessary to conduct a critical and thorough literature review, identifying and analyzing relevant scholarly works to situate their research within the broader academic discourse. |
| | 3. Data Collection and Analysis Proficiency | |
| | CPMK 3.A | Students will acquire the ability to collect, analyze, and interpret data using appropriate research methods and statistical techniques, demonstrating a sound understanding of the chosen research design. |
| | 4. Effective Academic Writing and Communication | |
| | CPMK 4.A | Students will develop advanced academic writing skills, producing a well-organized and coherent thesis that adheres to scholarly conventions. They will also be able to present their research findings effectively through oral presentations. |
| | 5. Critical Thinking and Proposal Solving | |
| | CPMK 5.A | Students will demonstrate critical thinking skills by evaluating existing research, identifying gaps in the literature, and proposing innovative solutions or contributions to the chosen field of study. |
| | **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| | Sub-CPMK1 | Introduction and Course Overview |
| | Sub-CPMK2 | Research Topic Selection |
| | Sub-CPMK3 | Literature Review Workshop |
| | Sub-CPMK4 | Research Proposal Development |
| | Sub-CPMK5 | Research Methodology |
| | Sub-CPMK6 | Ethical Consideration |
| | Sub-CPMK7 | Progress Report 1 |
| | Sub-CPMK8 | Data Collection and Analysis |
| | Sub-CPMK9 | Writing and Citation Workshop |
| | Sub-CPMK10 | Progress Report 2 |
| | Sub-CPMK11 | Thesis Draft Presentation |
| | Sub-CPMK12 | Editing and Revision Techniques |
| | Sub-CPMK13 | Finalizing The Thesis |
| | Sub-CPMK14 | Mock Defense |
| | Sub-CPMK15 | Q&A and Final Preparation |
| | Sub-CPMK16 | Oral Thesis Defense |
| **Deskripsi Singkat MK** | This advanced-level course is designed to guide students through the process of conceiving, researching, and writing a thesis or major research project with a strong emphasis on addressing real-world challenges within the framework of the United Nations Sustainable Development Goals (SDGs). The course provides students with the tools and knowledge necessary to become effective researchers and advocates for sustainable development. | |
| **Pustaka** | **Utama :** | |
| | 1. Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press. | |
| | **Pendukung :** | |
| **Dosen Pengampu** | Dr. Much. Koiri, M.Si.<br>Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.<br>Prof. Slamet Setiawan, M.A., Ph.D.<br>Diana Budi Darma, S.S., M.Pd.<br>Dr. Widyastuti, S.S., M.Pd.<br>Dr. Dian Rivia Himmawati, S.S., M.Hum.<br>Dr. Ali Mustofa, S.S., M.Pd.<br>Lina Purwaning Hartanti, S.Pd., M.EIL.<br>Lisetyo Ariyanti, S.S., M.Pd.<br>Ayunita Leliana, S.S., M.Pd.<br>Adam Damanhuri, S.S., M.Hum.<br>Dr. Zulidyana Dwi Rusnalasari, M.Hum.<br>Ayu Saraswati, M.Hum.<br>Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.<br>Fariq Shiddiq Tasaufy, S.S., M.Hum.<br>Uci Elly Kholidah, S.S., M.A.<br>Ephrilia Noor Fitriana, S.Hum., M.Hum.<br>Cicilia Deandra Maya Putri, S.Hum., M.A. | |

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |

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|---|---|---|---|---|---|---|---|
| **1** | Introduction and Course Overview | 1.Understanding of the course objectives and expectations.<br>2.Ability to articulate the significance of the chosen thesis topic.<br>3.Participation in the discussion on research interests and proposal submission. | **Kriteria:**<br>1.Demonstrated comprehension of the course syllabus and requirements.<br>2.Clarity in expressing the importance of the selected research topic.<br>3.Active participation and engagement in the introductory discussion.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Overview of the thesis course, expectations, and guidelines.<br>Introduction to research topics and proposal submission.<br>2 x 50 | | **Materi:** Introduction and Course Overview<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 3% |
| **2** | Research Topic Selection | 1.Selection of a clear and well-defined research topic.<br>2.Formulation of research questions that align with the chosen topic.<br>3.Initial ideas on the significance of the research. | **Kriteria:**<br>1.The appropriateness and relevance of the chosen research topic.<br>2.Coherence and specificity of the formulated research questions.<br>3.Demonstration of an understanding of the broader context of the research.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Discussion on choosing a research topic.<br>Guidance on formulating research questions.<br>2 x 50 | | **Materi:** Research topic selection<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 3% |
| **3** | Literature Review Workshop | 1.Identification and synthesis of relevant scholarly works.<br>2.Critical analysis of key theories and findings in the literature.<br>3.Demonstrated ability to connect the literature to the research topic. | **Kriteria:**<br>1.Inclusion of a diverse range of high-quality sources in the literature review.<br>2.Critical evaluation of theories and findings, showcasing analytical skills.<br>3.Clear connections between the literature and the chosen research topic.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Tutorial on conducting a literature review.<br>Sharing resources and strategies for effective literature searches.<br>2 x 50 | | **Materi:** Literature review workshop<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 3% |
| **4** | Research Proposal Development | 1.Development of a comprehensive research proposal.<br>2.Clarity in presenting the research design and methodology.<br>3.Ability to address questions and feedback on the proposal. | **Kriteria:**<br>1.Completeness and coherence of the research proposal.<br>2.Clear articulation of the research design, methods, and objectives.<br>3.Responsiveness to feedback and suggestions during the proposal discussion.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Workshop on developing a strong research proposal.<br>Peer review and feedback session.<br>2 x 50 | | **Materi:** Research proposal development<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 3% |
| **5** | Research Methodology | 1.Understanding of different research methodologies.<br>2.Ability to justify the choice of a specific research methodology.<br>3.Consideration of ethical implications in the research design. | **Kriteria:**<br>1.Accuracy in explaining various research methodologies.<br>2.Clear rationale for selecting a particular research methodology.<br>3.Thoughtful consideration of ethical considerations in the proposed research.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Introduction to research methodologies.<br>Discussion on selecting appropriate methods for the thesis.<br>2 x 50 | | **Materi:** Research Methodology<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 3% |
| **6** | Ethical Consideration | 1.Identification of ethical considerations in the proposed research.<br>2.Strategies for mitigating ethical challenges.<br>3.Engagement in discussions on ethical dilemmas. | **Kriteria:**<br>1.Thorough consideration of potential ethical issues related to the research.<br>2.Thoughtful discussion on strategies to address and mitigate ethical concerns.<br>3.Active and constructive participation in discussions on ethical dilemmas.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Overview of ethical considerations in research.<br>Case studies and discussions on ethical dilemmas.<br>2 x 50 | | **Materi:** Ethical Considerations<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 3% |
| **7** | Progress Report 1 | 1.Presentation of progress in research and proposal development.<br>2.Incorporation of feedback from previous meetings.<br>3.Identification and addressing of challenges faced. | **Kriteria:**<br>1.Clarity in presenting progress made since the last meeting.<br>2.Demonstrated responsiveness to feedback and suggestions.<br>3.Honest reflection on challenges encountered and strategies for resolution.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Individual or group progress reports on research and proposal development.<br>Peer feedback and suggestions.<br>2 x 50 | | **Materi:** Progress report 1<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 3% |
| **8** | Data Collection and Analysis | 1.Overview of data collection procedures.<br>2.Presentation of preliminary data and analysis.<br>3.Discussion of challenges and strategies in data analysis. | **Kriteria:**<br>1.Clear articulation of data collection methods and procedures.<br>2.Preliminary data presentation showcasing an understanding of key trends.<br>3.Identification and discussion of challenges in data analysis.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Strategies for data collection and analysis.<br>Practical tips for handling and interpreting data.<br>2 x 50 | | **Materi:** Data Collection and Analysis<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 8% |
| **9** | Writing and Citation Workshop | 1.Demonstration of improved academic writing skills.<br>2.Correct application of citation styles.<br>3.Participation in discussions on effective writing strategies. | **Kriteria:**<br>1.Improved organization and clarity in written work.<br>2.Consistent and accurate use of citation styles.<br>3.Engagement in discussions and incorporation of writing strategies.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Guidance on academic writing and citation styles.<br>Tips for organizing and structuring thesis chapters.<br>2 x 50 | | **Materi:** Writing and Citation Workshop<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 3% |

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|---|---|---|---|---|---|---|---|
| **10** | Progress Report 2 | 1.Presentation of refined thesis draft.<br>2.Integration of feedback from previous progress reports.<br>3.Addressing of additional challenges encountered. | **Kriteria:**<br>1.Improvement and refinement of the thesis draft.<br>2.Incorporation of constructive feedback from earlier progress reports.<br>3.Effective resolution of challenges identified during the progress report.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Second round of progress reports.<br>Addressing challenges and refining research plans.<br>2 x 50 | | **Materi:** Progress report 2<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 3% |
| **11** | Thesis Draft Presentation | 1.Effective oral presentation of the thesis draft.<br>2.Clear communication of key findings and contributions.<br>3.Responsiveness to questions and feedback. | **Kriteria:**<br>1.Clarity and professionalism in oral presentation.<br>2.Articulation of key findings and contributions.<br>3.Demonstrated ability to engage with the audience and respond to questions.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Students present a draft of their thesis.<br>Peer feedback and constructive criticism.<br>2 x 50 | | **Materi:** Thesis Draft Presentation<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.*<br><br>**Materi:** Thesis Draft Presentation<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 3% |
| **12** | Editing and Revision Techniques | 1.Application of effective editing and revision strategies.<br>2.Presentation of a refined and polished thesis draft.<br>3.Engagement in discussions on editing techniques. | **Kriteria:**<br>1.Demonstration of improved writing through effective editing.<br>2.Presentation of a polished and well-organized thesis draft.<br>3.Participation in discussions and application of editing strategies.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Strategies for effective editing and revision.<br>Peer editing session.<br>2 x 50 | | **Materi:** Editing and Revision Technique<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 3% |
| **13** | Finalizing The Thesis | 1.Understanding of the final steps in thesis completion.<br>2.Compliance with submission guidelines and deadlines.<br>3.Preparedness for the upcoming oral defense. | **Kriteria:**<br>1.Demonstration of awareness of finalization processes.<br>2.Adherence to submission guidelines and deadlines.<br>3.Readiness for the upcoming oral defense.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Tips on finalizing the thesis.<br>Submission guidelines and deadlines.<br>2 x 50 | | **Materi:** Finalizing The Thesis<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 3% |
| **14** | Mock Defense | 1.Practice defending the thesis orally.<br>2.Handling of questions and critiques.<br>3.Incorporation of feedback for improvement. | **Kriteria:**<br>1.Confidence and effectiveness in oral defense practice.<br>2.Demonstrated ability to handle questions and critiques.<br>3.Integration of feedback to enhance oral defense skills.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Practice defending the thesis orally.<br>Faculty feedback on presentation and defense skills.<br>2 x 50 | | **Materi:** Mock defense<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 3% |
| **15** | Q&A and Final Preparation | 1.Engagement in a final Q&A session.<br>2.Clear communication of final preparations.<br>3.Confirmation of readiness for the oral defense. | **Kriteria:**<br>1.Active participation and engagement in the Q&A session.<br>2.Clear articulation of final preparations for the oral defense.<br>3.Demonstration of mastery of the thesis content.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif | Open session for questions and concerns.<br>Final preparation tips for the defense.<br>2 x 50 | | **Materi:** Q&A and Final Preparation<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 3% |
| **16** | Oral Thesis Defense | 1.Introduction<br>2.Literature Review<br>3.Research Methodology<br>4.Data Presentation and Analysis<br>5.Discussion<br>6.Conclusion and Contributions<br>7.Questions from the Committe<br>8.Closing Statement | **Kriteria:**<br>1.Quality of Research<br>2.Mastery of Content<br>3.Presentation Skills<br>4.Responses to Questions<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk | Each student presents and defends their thesis orally.<br>Evaluation by a panel of faculty members.<br>2 x 50 | | **Materi:** Thesis Oral Defense<br>**Pustaka:** *Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). The Craft of Research (4th ed.). University of Chicago Press.* | 50% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 43% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 57% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampulan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.

6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

# Universitas Negeri Surabaya
# Fakultas
# Program Studi S1 Sastra Inggris

| Kode Dokumen |
|---|
| |

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | | | SEMESTER | Tgl Penyusunan |
|---|---|---|---|---|---|---|---|
| Writerpreneurship | 7920202299 | | T=2 | P=0 | ECTS=3.18 | 7 | 1 Oktober 2024 |

| OTORISASI | Pengembang RPS | Koordinator RMK | Koordinator Program Studi |
|---|---|---|---|
| | ..... | ..... | Dr. Ali Mustofa, S.S., M.Pd. |

| | |
|---|---|
| **Model Pembelajaran** | **Case Study** |

**Capaian Pembelajaran (CP)**

| CPL-PRODI yang dibebankan pada MK | |
|---|---|
| **1. Sikap** | |
| **2. Keterampilan Umum** | |
| **3. Keterampilan Khusus** | |
| **4. Pengetahuan** | |
| **Capaian Pembelajaran Mata Kuliah (CPMK)** | |
| 1. Mahasiswa memahami konsep kewirausahaan dalam konteks industri penulisan kreatif dan konten. | |
| 2. Mahasiswa dapat mengidentifikasi peluang bisnis dalam industri sastra dan penulisan, serta strategi monetisasi karya tulisan. | |
| 3. Mahasiswa mampu menganalisis berbagai model bisnis penulisan dan penerbitan digital. | |
| 4. Mahasiswa mampu merancang dan melaksanakan proyek bisnis berbasis penulisan yang inovatif. | |
| **Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** | |
| Sub-CPMK1 | Pada akhir perkuliahan, mahasiswa dapat memahami dasar-dasar kewirausahaan dan bagaimana mengaplikasikannya dalam konteks industri penulisan. |
| Sub-CPMK2 | Pada akhir perkuliahan, mahasiswa dapat memahami dasar-dasar kewirausahaan dan bagaimana mengaplikasikannya dalam konteks industri penulisan. |
| Sub-CPMK3 | Pada akhir perkuliahan, mahasiswa dapat memahami dasar-dasar kewirausahaan dan bagaimana mengaplikasikannya dalam konteks industri penulisan. |
| Sub-CPMK4 | Pada akhir perkuliahan, mahasiswa dapat memahami dasar-dasar kewirausahaan dan bagaimana mengaplikasikannya dalam konteks industri penulisan. |
| Sub-CPMK5 | Pada akhir masa perkuliahan, mahasiswa mampu menguasai strategi monetisasi karya tulisan dan membangun karier sebagai penulis profesional. |
| Sub-CPMK6 | Pada akhir masa perkuliahan, mahasiswa mampu menguasai strategi monetisasi karya tulisan dan membangun karier sebagai penulis profesional. |
| Sub-CPMK7 | Pada akhir masa perkuliahan, mahasiswa mampu menguasai strategi monetisasi karya tulisan dan membangun karier sebagai penulis profesional. |
| Sub-CPMK8 | Pada akhir masa perkuliahan, mahasiswa mampu menguasai strategi monetisasi karya tulisan dan membangun karier sebagai penulis profesional. |
| Sub-CPMK9 | Pada akhir masa perkuliahan, mahasiswa mampu mengembangkan keterampilan manajemen konten dan pemasaran untuk menciptakan peluang bisnis di bidang sastra dan penulisan. |
| Sub-CPMK10 | Pada akhir masa perkuliahan, mahasiswa mampu mengembangkan keterampilan manajemen konten dan pemasaran untuk menciptakan peluang bisnis di bidang sastra dan penulisan. |
| Sub-CPMK11 | Pada akhir masa perkuliahan, mahasiswa mampu mengembangkan keterampilan manajemen konten dan pemasaran untuk menciptakan peluang bisnis di bidang sastra dan penulisan. |
| Sub-CPMK12 | Pada akhir masa perkuliahan, mahasiswa mampu mengembangkan keterampilan manajemen konten dan pemasaran untuk menciptakan peluang bisnis di bidang sastra dan penulisan. |
| Sub-CPMK13 | Pada akhir masa perkuliahan, mahasiswa mampu membangun merek pribadi dan mengelola bisnis berbasis penulisan secara profesional. |
| Sub-CPMK14 | Pada akhir masa perkuliahan, mahasiswa mampu membangun merek pribadi dan mengelola bisnis berbasis penulisan secara profesional. |
| Sub-CPMK15 | Pada akhir masa perkuliahan, mahasiswa mampu membangun merek pribadi dan mengelola bisnis berbasis penulisan secara profesional. |

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| **Deskripsi Singkat MK** | Mata kuliah Writerpreneurship ini bertujuan untuk mengembangkan keterampilan kewirausahaan di kalangan mahasiswa sastra Inggris, terutama dalam bidang penulisan kreatif, penerbitan, dan bisnis berbasis konten. Mahasiswa akan diajarkan bagaimana menggabungkan keterampilan menulis mereka dengan kemampuan kewirausahaan untuk menciptakan peluang bisnis. Topik yang dibahas mencakup dasar-dasar kewirausahaan, monetisasi karya tulisan, hak cipta dan lisensi, pemasaran konten, membangun merek pribadi, dan strategi untuk sukses dalam industri kreatif. Mata kuliah ini juga mencakup kasus studi dari penulis yang sukses dan wirausaha konten. Kegiatan pembelajaran meliputi diskusi, proyek kelompok, presentasi, dan simulasi bisnis. |

**Pustaka**

**Utama :**

1. Fowler, Roger. 1981. Literature as Social Discourse.
2. "Content Inc." by Joe Pulizzi (Book) – Discusses content creation and digital marketing strategies for small businesses.
3. "Writers & Artists' Yearbook" (Annual Publication) – Provides extensive resources for building a career in writing and publishing.
4. Journal of Entrepreneurship & Organization Management – Articles exploring entrepreneurial practices in creative industries.
5. Journal of Marketing Communications – Focuses on the latest digital marketing strategies.

**Pendukung :**

**Dosen Pengampu**

| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu] | | Materi Pembelajaran [ Pustaka ] | Bobot Penilaian (%) |
|---|---|---|---|---|---|---|---|
| | | Indikator | Kriteria & Bentuk | Luring (*offline*) | Daring (*online*) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | Pada akhir perkuliahan, mahasiswa dapat memahami dasar-dasar kewirausahaan dan bagaimana mengaplikasikannya dalam konteks industri penulisan. | Identify niche markets for writing | **Kriteria:** Kejelasan dalam menjelaskan konsep kewirausahaan dan aplikasinya dalam penulisan.<br>**Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Ofline 2x50 | | **Materi:** kewirausahaan dari perspektif sosial dan literasi.<br>**Pustaka:** *Fowler, Roger. 1981. Literature as Social Discourse.* | 5% |
| 2 | Pada akhir perkuliahan, mahasiswa dapat memahami dasar-dasar kewirausahaan dan bagaimana mengaplikasikannya dalam konteks industri penulisan. | Identify niche markets for writing | **Kriteria:** Kejelasan dalam menjelaskan konsep kewirausahaan dan aplikasinya dalam penulisan.<br>**Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Ofline 2x50 | | **Materi:** kewirausahaan dari perspektif sosial dan literasi.<br>**Pustaka:** *Fowler, Roger. 1981. Literature as Social Discourse.* | 5% |
| 3 | Pada akhir perkuliahan, mahasiswa dapat memahami dasar-dasar kewirausahaan dan bagaimana mengaplikasikannya dalam konteks industri penulisan. | Identify niche markets for writing | **Kriteria:** Kejelasan dalam menjelaskan konsep kewirausahaan dan aplikasinya dalam penulisan.<br>**Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Ofline 2x50 | | **Materi:** kewirausahaan dari perspektif sosial dan literasi.<br>**Pustaka:** *Fowler, Roger. 1981. Literature as Social Discourse.* | 5% |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **4** | Pada akhir perkuliahan, mahasiswa dapat memahami dasar-dasar kewirausahaan dan bagaimana mengaplikasikannya dalam konteks industri penulisan. | Identify niche markets for writing | **Kriteria:**<br>Kejelasan dalam menjelaskan konsep kewirausahaan dan aplikasinya dalam penulisan.<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Ofline<br>2x50 | | **Materi:**<br>kewirausahaan dari perspektif sosial dan literasi.<br>**Pustaka:** *Fowler, Roger. 1981. Literature as Social Discourse.* | 5% |
| **5** | Pada akhir masa perkuliahan, mahasiswa mampu menguasai strategi monetisasi karya tulisan dan membangun karier sebagai penulis profesional. | Mahasiswa dapat mengidentifikasi peluang monetisasi karya tulis melalui platform digital. | **Kriteria:**<br>Kemampuan mengenali peluang bisnis yang relevan.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | | 5% |
| **6** | Pada akhir masa perkuliahan, mahasiswa mampu menguasai strategi monetisasi karya tulisan dan membangun karier sebagai penulis profesional. | Mahasiswa dapat mengidentifikasi peluang monetisasi karya tulis melalui platform digital. | **Kriteria:**<br>Kemampuan mengenali peluang bisnis yang relevan.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | | 5% |
| **7** | Pada akhir masa perkuliahan, mahasiswa mampu menguasai strategi monetisasi karya tulisan dan membangun karier sebagai penulis profesional. | Mahasiswa dapat mengidentifikasi peluang monetisasi karya tulis melalui platform digital. | **Kriteria:**<br>Kemampuan mengenali peluang bisnis yang relevan.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | | 5% |
| **8** | Pada akhir masa perkuliahan, mahasiswa mampu menguasai strategi monetisasi karya tulisan dan membangun karier sebagai penulis profesional. | Mahasiswa dapat mengidentifikasi peluang monetisasi karya tulis melalui platform digital. | **Kriteria:**<br>Kemampuan mengenali peluang bisnis yang relevan.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | | 5% |
| **9** | Pada akhir masa perkuliahan, mahasiswa mampu mengembangkan keterampilan manajemen konten dan pemasaran untuk menciptakan peluang bisnis di bidang sastra dan penulisan. | Mahasiswa mampu menganalisis berbagai model bisnis di platform penerbitan digital seperti Amazon, Medium, atau Wattpad. | **Kriteria:**<br>Ketepatan dalam menganalisis keuntungan dan tantangan model bisnis tersebut.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | | 5% |
| **10** | Pada akhir masa perkuliahan, mahasiswa mampu mengembangkan keterampilan manajemen konten dan pemasaran untuk menciptakan peluang bisnis di bidang sastra dan penulisan. | Mahasiswa mampu menganalisis berbagai model bisnis di platform penerbitan digital seperti Amazon, Medium, atau Wattpad. | **Kriteria:**<br>Ketepatan dalam menganalisis keuntungan dan tantangan model bisnis tersebut.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | | 5% |
| **11** | Pada akhir masa perkuliahan, mahasiswa mampu mengembangkan keterampilan manajemen konten dan pemasaran untuk menciptakan peluang bisnis di bidang sastra dan penulisan. | Mahasiswa mampu menganalisis berbagai model bisnis di platform penerbitan digital seperti Amazon, Medium, atau Wattpad. | **Kriteria:**<br>Ketepatan dalam menganalisis keuntungan dan tantangan model bisnis tersebut.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | | 5% |
| **12** | Pada akhir masa perkuliahan, mahasiswa mampu mengembangkan keterampilan manajemen konten dan pemasaran untuk menciptakan peluang bisnis di bidang sastra dan penulisan. | Mahasiswa mampu menganalisis berbagai model bisnis di platform penerbitan digital seperti Amazon, Medium, atau Wattpad. | **Kriteria:**<br>Ketepatan dalam menganalisis keuntungan dan tantangan model bisnis tersebut.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | | 5% |
| **13** | Pada akhir masa perkuliahan, mahasiswa mampu membangun merek pribadi dan mengelola bisnis berbasis penulisan secara profesional. | | **Kriteria:**<br>Inovasi dalam ide bisnis dan kesesuaiannya dengan tren industri.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | | 5% |
| **14** | Pada akhir masa perkuliahan, mahasiswa mampu membangun merek pribadi dan mengelola bisnis berbasis penulisan secara profesional. | | **Kriteria:**<br>Inovasi dalam ide bisnis dan kesesuaiannya dengan tren industri.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | | 7% |
| **15** | Pada akhir masa perkuliahan, mahasiswa mampu membangun merek pribadi dan mengelola bisnis berbasis penulisan secara profesional. | | **Kriteria:**<br>Inovasi dalam ide bisnis dan kesesuaiannya dengan tren industri.<br><br>**Bentuk Penilaian** :<br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | Luring<br>2 X 50 | | | 10% |
| **16** | | Mahasiswa akan diminta untuk menyusun sebuah proyek bisnis penulisan yang mencakup seluruh aspek kewirausahaan, mulai dari ide bisnis, rencana eksekusi, strategi pemasaran, hingga manajemen keuangan. | **Kriteria:**<br>1.Laporan Proyek Bisnis Penulisan<br>2.Presentasi Proyek<br><br>**Bentuk Penilaian** :<br>Penilaian Hasil Project / Penilaian Produk, Tes | | | | 18% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|---|---|---|
| 1. | Aktifitas Partisipasif | 31% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 19% |
| 3. | Praktik / Unjuk Kerja | 41% |
| 4. | Tes | 9% |
| | | 100% |

**Catatan**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
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