

	Universitas Negeri Surabaya S1 Pendidikan Bahasa Inggris					Kode Dokumen											
RENCANA PEMBELAJARAN SEMESTER																	
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan												
Argumentative Writing	8820303252		2		25 Agustus 2026												
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi												
			Eva Rahmawati, S.Pd., M.Pd.		HIMMAWAN ADI NUGROHO												
Deskripsi Singkat MK																	
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																
	CPL-5	Menunjukkan keterampilan presentasi tertulis, visual dan lisan untuk mengkomunikasikan pengetahuan yang berhubungan dengan bahasa Inggris															
	CPL-6	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.															
	Capaian Pembelajaran Mata Kuliah (CPMK)																
	CPMK-1	Students are able to internalize values, norms, and ethics which encompass academic integrity, respect towards diversity and originality in ideas into individual and collaborated works and performance of the course.															
	CPMK-2	Students are able to practice logical, systematic and critical thinking skills in addition to being innovative to write argumentative essays that meet the intended functions, criteria of unity and coherence in their individual work.															
	CPMK-3	Students are able to write properly structured and organized sentences, paragraphs, and essays which demonstrates CEFR's B2 level of English writing proficiency following the language concepts required to write argumentative essays that communicate awareness of academic – related issues.															
	CPMK-4	Students are able to produce argumentative essays that communicate the intended purposes by incorporating the process of writing, the use of supporting ICT and principles of unity and coherence in effective, creative and learner – centred learning activities.															
	Matrik CPL - CPMK																
		<table border="1"> <tr> <td>CPMK</td> <td>CPL-5</td> <td>CPL-6</td> </tr> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-2</td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-4</td> <td></td> <td>✓</td> </tr> </table>	CPMK	CPL-5	CPL-6	CPMK-1	✓		CPMK-2	✓		CPMK-3		✓	CPMK-4		✓
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CPMK-2	✓																
CPMK-3		✓															
CPMK-4		✓															
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																	

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Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran		Bobot Penilaian (%)																																																																																															
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																																																																																		
(1)	(2)	(3)	(4)	(5)	(6)	(7)		(8)																																																																																															
1	Students are able to identify sentences that are the result of plagiarism	1. categorize sentences that are the result of plagiarism 2. paraphrase simple sentences using a combination of the four techniques of paraphrasing 3. paraphrase complex sentences using a combination of the four techniques of paraphrasing	classify sentences which are the result of plagiarism based on the characteristics of plagiarized sentences	Lecturing, discussing, and assignment				3%																																																																																															

2	Students are able to identify correct in-text citations and reference lists according to APA 7th edition reference system	1. Identify sentences with correct in-text citation practice according to APA 7th edition reference system 2. Identify the correct reference list writing according to APA 7th edition reference system 3. Write correct in-text citations according to APA 7th edition reference system 4. Write correct reference list according to APA 7th edition reference system	Identify sentences with incorrect in-text citation practice according to APA 7th edition reference system, and make corrections for them	Lecturing, discussing, and assignment			3%
3	Students are able to identify the structure of argumentative essays and the parts of arguments presented in them	1. Identify the structure of argumentative essays 2. Identify parts of arguments presented by an argumentative essay 3. Identify the characteristics of argumentative essays' topic 4. select a topic for an argumentative essay 5. Identify the components of an argumentative essay's thesis statement 6. write a thesis statement for an argumentative essay based on the selected topic	Select a topic that meets the characteristics of an argumentative essay's topic	Lecturing, discussing, and assignment			2%
4	Students are able to identify the parts of an argumentative essay's outline	1. Identify the parts of an argumentative essay's outline 2. Write an outline for the thesis statement composed previously 3. Apply the structure and organization of argumentative essays into the outline	Write an essay outline for the thesis statement based on the structure and organization of argumentative essays	Lecturing, discussing, and assignment			2%

5	Students are able to compose an introductory paragraph for an argumentative essay based on the outline	1. Write proper general statements that provide background knowledge leading to the thesis statement in the introductory paragraph 2. Write a proper thesis statement that contains the main idea and the controlling ideas of the argumentative essay based on the selected topic 3. Organize the general statements and thesis statement following the logical organization of argumentative essay's introductory paragraph	Compose a proper and communicative introductory paragraph for an argumentative essay based on the outline	Lecturing, discussing, and assignment			2%
6	Students are able to compose body paragraphs based on controlling ideas on the thesis statement and the outline	1. Write a topic sentence for the body paragraph based on the controlling idea presented in the thesis statement 2. Write supporting sentences for the body paragraph to elaborate and support the topic sentence 3. Organize the topic sentence and supporting sentences in the body paragraph following the logical organization of ideas in argumentative essays' body paragraphs 4. Organize the body paragraphs using the logical organization of argumentative essays' body paragraphs	Compose proper and communicative body paragraphs for an argumentative essay based on the outline	Lecturing, discussing, and assignment			2%

7	Students are able to compose the refutation paragraph of an argumentative essay based on the outline	1. Write statements that present the main argument of the opposing position in the refutation paragraph 2. Select relevant evidence to support the main argument of the opposing position in the refutation paragraph 3. Organize the statements that present the main argument and selected evidence of the opposing position into the refutation paragraph following the outline of argumentative essay 4. Write statements that present the main argument of your own position in the refutation paragraph 5. Select relevant evidence to support your main argument, and refute the opposite position in the refutation paragraph 6. Organize the statements that present your own main argument and selected evidence into the refutation paragraph to refute the opposite opinion following the outline of argumentative essay	Compose a proper and communicative refutation paragraph for an argumentative essay based on the outline	Lecturing, discussing, and assignment			2%
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8	Students are able to compose the concluding paragraph based on the outline	1. paraphrase the thesis statement of an argumentative essay 2. summarize the main ideas in the body paragraphs of an argumentative essay 3. write a closing statement for the concluding paragraph of an argumentative essay 4. organize the paraphrased thesis statement, body paragraph summary, and the closing statement into a concluding paragraph based on the logical organization of argumentative essays' concluding paragraph	Compose a proper and communicative concluding paragraph for an argumentative essay based on the outline	Lecturing, discussing, and assignment			2%
9	Students are able to identify the language features and cohesive devices used in establishing unity, cohesion and coherence in written argumentative essays	1. Identify the language features and cohesive devices used in establishing unity, cohesion and coherence in written argumentative essays 2. Apply the language features and cohesive devices of argumentative essays properly to establish unity, cohesion and coherence 3. Identify the writing conventions used in academic essays 4. Apply the writing conventions to write argumentative essays properly	Identify and correct the errors in the use of language features and cohesive device in the argumentative essay to improve unity, cohesion, and coherence	Lecturing, discussing, and assignment			25%

10	Students are able to select proper evidence to support the topic sentence of an argumentative essay's body paragraph based on their strength and types	1. Identify pieces of evidence that support the topic sentence of an argumentative essay's body paragraph 2. Classify the types of evidence that support the topic sentence of an argumentative essay's body paragraph 3. Select proper evidence to support the topic sentence of an argumentative essay's body paragraph based on their relevance, strength, and type 4. identify the organization of arguments in argumentative essays	Select the best evidence to support the topic sentence based on their relevance, strength, and type	Lecturing, discussing, and assignment			3%
11	Students are able to compose a proper thesis statement for an argumentative essay based on the selected topic	1. Write a proper thesis statement for an argumentative essay based on the selected topic 2. Select the relevant evidence to support the thesis statement written previously 3. Organize the evidence logically into the outline to support the essay's thesis statement 4. Write a proper outline for an argumentative essay based on the thesis statement	Write a proper thesis statement for an argumentative essay based on the selected topic	Lecturing, discussing, and assignment			2%

12	Students are able to compose the introductory paragraph based on the outline written previously	1. Write proper general statements that provide background knowledge leading to the thesis statement in the introductory paragraph 2. Write a proper thesis statement that contains the main idea and the controlling ideas of the argumentative essay based on the selected topic 3. Organize the general statements and thesis statement following the logical organization of argumentative essay's introductory paragraph	Compose a proper and communicative introductory paragraph for an argumentative essay based on the outline	Lecturing, discussing, and assignment			2%
13	Students are able to write the body paragraphs for an argumentative essay based on the outline written previously	1. Write a topic sentence for the body paragraph based on the controlling idea presented in the thesis statement 2. Write supporting sentences for the body paragraph to elaborate and support the topic sentence 3. Organize the topic sentence and supporting sentences in the body paragraph following the logical organization of ideas in argumentative essays' body paragraphs 4. Organize the body paragraphs using the logical organization of argumentative essays' body paragraphs 5. Integrate evidence logically into the supporting sentences of the body paragraphs	Compose proper and communicative body paragraphs that is supported by relevant evidence for an argumentative essay based on the outline	Lecturing, discussing, and assignment			2%

14	Students are able to compose the refutation paragraphs based on the outline written previously	1. Write statements presenting the opposing position's main argument in the refutation paragraph 2. Select relevant evidence in support of the opposing position's main argument in the refutation paragraph 3. Organize the statements presenting the opposing position's main argument and selected evidence into the refutation paragraph according to argumentative essay's outline 4. Write statements presenting your own main argument in the refutation paragraph 5. Select relevant evidence to support your main argument and counter the opposite position in the refutation paragraph 6. Organize the statements presenting your own main argument and selected evidence into the refutation paragraph to counter the opposite opinion according to argumentative essay's outline 7. Integrate claim, evidence, and reasoning logically into the construction of refutation paragraph	Compose a proper and communicative refutation paragraph with special attention to claim, evidence, and reasoning for an argumentative essay based on the outline	Lecturing, discussing, and assignment			2%
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15	Students are able to compose the concluding paragraph based on the outline written previously	1. Paraphrase the thesis statement of an argumentative essay 2. Summarize the main ideas in the body paragraphs of an argumentative essay 3. Write a closing statement for the concluding paragraph of an argumentative essay 4. Organize the paraphrased thesis statement, body paragraph summary, and the closing statement based on logical organization of argumentative essays' concluding paragraph	Compose a proper and communicative concluding paragraph for an argumentative essay based on the outline	Lecturing, discussing, and assignment			2%
16	Students are able to Identify the language features and cohesive devices used in establishing unity, cohesion and coherence in written argumentative essays	1. Identify the language features and cohesive devices used in establishing unity, cohesion and coherence in written argumentative essays 2. Apply the language features and cohesive devices of argumentative essays properly to establish unity, cohesion and coherence 3. Identify the writing conventions used in academic essays 4. Apply the writing conventions to write argumentative essays properly	Identify and correct the errors in the use of language features and cohesive device in the argumentative essay to improve unity, cohesion, and coherence	Lecturing, discussing, and assignment			44%

SDGS (Sustainable Development Goals)



1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.