	Universitas Negeri Surabaya **Fakultas Bahasa dan Seni** **Program Studi S1 Pendidikan Bahasa Inggris**		**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	**KODE**	**Rumpun MK**	**BOBOT (sks)**			**SEMESTER**	**Tgl Penyusunan**
Argumentative Writing	8820303252	Mata Kuliah Wajib Program Studi	**T=2**	**P=0**	**ECTS=3.18**	3	14 Januari 2025

OTORISASI	**Pengembang RPS**	**Koordinator RMK**	**Koordinator Program Studi**
	Eva Rahmawati, S.Pd., M.Pd.	Eva Rahmawati, S.Pd., M.Pd.	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Model Pembelajaran	**Project Based Learning**

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

CPMK	CPL-5	CPL-6
CPMK-1	✔	✔
CPMK-2	✔	✔
CPMK-3	✔	✔
CPMK-4	✔	✔

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1	✔	✔														
CPMK-2			✔	✔						✔						
CPMK-3					✔	✔	✔	✔			✔	✔	✔	✔	✔	
CPMK-4									✔							✔

Deskripsi Singkat MK	Building on the foundations of expository and analytical writing, this course aims to further enhance students' abilities in argumentative writing, targeting a proficiency level of CEFR B2 in English writing. The focus is on developing skills that will support students in their personal, academic, and professional lives. Through critical thinking, students will learn to construct logical, effective, and persuasive written arguments. Emphasis is placed on the writing process, including the development of content, organization, and structure from paragraphs to full essays. The course employs case-based learning, which includes lectures, classroom discussions, and essay writing workshops. These activities are complemented by in-class assignments, analytical reading sessions, peer reviews, and extended essays developed outside of the classroom.
Pustaka	**Utama :**

	1. Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.
	2. Wallwork, A. (2013). English for Academic Research: Writing Exercises. Springer Science + Business Media
	3. Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.
	4. Bailey, S. (2015). Academic Writing A Handbook for International Students (Fourth Edi). Routledge, Taylor and Francis.

Pendukung :

1. APA. (2020). APA Referencing (7th ed .): A brief guide. Eastern Institute of Technology.
2. APA. (2013). {APA} 6th-ed style guide. Curtin University Library, November.
3. Jordan, R. R. (1999). Academic Writing Course - Study Skills in English (Third Edit). Pearson Education Limited.
4. Kirszner, L. G., & Mandell, S. R. (2009). Writing First: Practice in Context with Readings (Fourth Edi). Bedford/St. Martin's.

Dosen Pengampu	Henny Dwi Iswati, S.S., M.Pd. Nur Chakim, S.Pd., M.Pd. Zainul Aminin, S.Pd., M.Pd. Suvi Akhiriyah, S.Pd., M.Pd. Abdur Rosyid, S.Pd., M.TESOL. Retno Wulan Dari, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd. Sueb, S.Pd., 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. Students are able to identify sentences that are the result of plagiarism 2. Students are able to paraphrase simple and complex sentences using a combination of the four techniques of paraphrasing	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	**Kriteria:** 1. classify sentences which are the result of plagiarism based on the characteristics of plagiarized sentences 2. paraphrase these sentences using a combination of at least two techniques of paraphrasing **Bentuk Penilaian :** Aktifitas Partisipasif	Lecturing, discussing, and assignment 2 x 50	- -	**Materi:** Avoiding plagiarism – using source in essay writing: paraphrasing **Pustaka:** *Bailey, S. (2015). Academic Writing A Handbook for International Students (Fourth Edi). Routledge, Taylor and Francis.*	3%
2	1. Students are able to identify correct in-text citations and reference lists according to APA 7th edition reference system 2. Students are able to write 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	**Kriteria:** 1. Identify sentences with incorrect in-text citation practice according to APA 7th edition reference system, and make corrections for them 2. Write correct reference lists using the information given about the references **Bentuk Penilaian :** Aktifitas Partisipasif	Lecturing, discussing, and assignment 2 X 50	- -	**Materi:** Avoiding plagiarism – using source in essay writing: in – text citation, writing reference list APA 7th edition **Pustaka:** *APA. (2020). APA Referencing (7th ed .): A brief guide. Eastern Institute of Technology.*	3%

3	1. Students are able to identify the structure of argumentative essays and the parts of arguments presented in them 2. Students are able to identify the characteristics of argumentative essays' topic 3. Students are able to identify the components of an argumentative essay's thesis statement 4. Students are able to write a thesis statement for an argumentative essay based on the selected topic	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	**Kriteria:** 1. Select a topic that meets the characteristics of an argumentative essay's topic 2. Compose a thesis statement for an argumentative essay based on the selected topic 3. Identify the structure of an argumentative essay and the arguments presented in it **Bentuk Penilaian** : Penilaian Portofolio	Lecturing, discussing, and assignment 2 X 50	- -	**Materi:** Understanding Arguments: Parts of Arguments – the Structure of Argumentative Essay **Pustaka:** *Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.* **Materi:** Finding and deciding proper topic for an Argumentative Essay **Pustaka:** *Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.*	2%
4	1. Students are able to identify the parts of an argumentative essay's outline 2. students are able to write an outline for the thesis statement composed previously based on the structure and organization of argumentative essays	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	**Kriteria:** Write an essay outline for the thesis statement based on the structure and organization of argumentative essays **Bentuk Penilaian** : Penilaian Portofolio	Lecturing, discussing, and assignment 2 X 50	- -	**Materi:** Finding and deciding proper topic for an Argumentative Essay **Pustaka:** *Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.* **Materi:** Outlining an argumentative essay **Pustaka:** *Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.*	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	**Kriteria:** Compose a proper and communicative introductory paragraph for an argumentative essay based on the outline **Bentuk Penilaian :** Penilaian Portofolio	Lecturing, discussing, and assignment 2 X 50	- -	**Materi:** Drafting an introductory paragraph for argumentative essays **Pustaka:** *Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.*	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	**Kriteria:** Compose proper and communicative body paragraphs for an argumentative essay based on the outline **Bentuk Penilaian :** Penilaian Portofolio	Lecturing, discussing, and assignment 2 X 50	- -	**Materi:** Drafting body paragraphs for argumentative essays **Pustaka:** *Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.*	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
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 | **Kriteria:**
Compose a proper and communicative refutation paragraph for an argumentative essay based on the outline

Bentuk Penilaian :
Penilaian Portofolio | Lecturing, discussing, and assignment 2 X 50 | -
- | **Materi:**
Drafting a refutation paragraph for argumentative essays
Pustaka:
Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's. | 2% |

| 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 | **Kriteria:** Compose a proper and communicative concluding paragraph for an argumentative essay based on the outline **Bentuk Penilaian** : Penilaian Portofolio | Lecturing, discussing, and assignment 2 X 50 | - - | **Materi:** Drafting a concluding paragraph for argumentative essays **Pustaka:** *Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.* | 2% |
| 9 | 1. Students are able to identify the language features and cohesive devices used in establishing unity, cohesion and coherence in written argumentative essays 2. Students are able to apply the language features and cohesive devices of argumentative essays properly to establish unity, cohesion and coherence 3. Students are able to identify the writing conventions used in academic essays 4. Students are able to apply the writing conventions to write argumentative essays properly | 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 | **Kriteria:** 1. Identify and correct the errors in the use of language features and cohesive device in the argumentative essay to improve unity, cohesion, and coherence 2. proofread the argumentative essay to identify and correct errors in writing conventions **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk | Lecturing, discussing, and assignment 2 X 50 | - - | **Materi:** Establishing unity, cohesion, and coherence in essay writing **Pustaka:** *Wallwork, A. (2013). English for Academic Research: Writing Exercises. Springer Science Business Media* **Materi:** Editing written argumentative essays **Pustaka:** *Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.* | 25% |

| 10 | 1.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 2.Students are able to identify the organization of arguments in argumentative essays | 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 | **Kriteria:** 1.Select the best evidence to support the topic sentence based on their relevance, strength, and type 2.Rearrange the evidence to better support the topic sentence in the paragraph **Bentuk Penilaian** : Aktifitas Partisipasif | Lecturing, discussing, and assignment 2 X 50 | - - | **Materi:** Selecting and presenting your evidences & reasoning to support your claims CER (Claim, Evidence, Reasoning) **Pustaka:** *Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.* | 3% |
| 11 | 1.Students are able to compose a proper thesis statement for an argumentative essay based on the selected topic 2.Students are able to write a proper outline for an argumentative essay based on the thesis statement and proper selection of evidence | 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 | **Kriteria:** 1.Write a proper thesis statement for an argumentative essay based on the selected topic 2.Write a proper outline for an argumentative essay based on the thesis statement and logical organization of selected evidence **Bentuk Penilaian** : Penilaian Portofolio | Lecturing, discussing, and assignment 2 X 50 | - - | **Materi:** Organizing arguments in an argumentative essay's outline **Pustaka:** *Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.* | 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	**Kriteria:** Compose a proper and communicative introductory paragraph for an argumentative essay based on the outline **Bentuk Penilaian** : Penilaian Portofolio	Lecturing, discussing, and assignment 2 X 50	- -		**Materi:** Drafting an introductory paragraph for an Argumentative essay **Pustaka:** *Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.*	2%
13	1. Students are able to write the body paragraphs for an argumentative essay based on the outline written previously 2. Students are able to organize the evidence logically into the argumentative essay's body paragraphs	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	**Kriteria:** Compose proper and communicative body paragraphs that is supported by relevant evidence for an argumentative essay based on the outline **Bentuk Penilaian** : Penilaian Portofolio	Lecturing, discussing, and assignment 2 X 50	- -		**Materi:** Drafting logical body paragraphs for an Argumentative essay **Pustaka:** *Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.*	2%

| 14 | 1.Students are able to compose the refutation paragraphs based on the outline written previously
2.Students are able to organize the claim, evidence and reasoning logically in the refutation paragraph | 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
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 | **Kriteria:**
Compose a proper and communicative refutation paragraph with special attention to claim, evidence, and reasoning for an argumentative essay based on the outline

Bentuk Penilaian :
Penilaian Portofolio | Lecturing, discussing, and assignment 2 X 50 | -
- | **Materi:**
Drafting and organizing claims, evidence, and reasoning logically in the refutation paragraph
Pustaka:
Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's. | 2% |
| 14 | 1.Students are able to compose the refutation paragraphs based on the outline written previously
2.Students are able to organize the claim, evidence and reasoning logically in the refutation paragraph | 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
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 | **Kriteria:**
Compose a proper and communicative refutation paragraph with special attention to claim, evidence, and reasoning for an argumentative essay based on the outline

Bentuk Penilaian :
Penilaian Portofolio | Lecturing, discussing, and assignment 2 X 50 | -
- | **Materi:**
Drafting and organizing claims, evidence, and reasoning logically in the refutation paragraph
Pustaka:
Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's. | 2% |

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	**Kriteria:** Compose a proper and communicative concluding paragraph for an argumentative essay based on the outline **Bentuk Penilaian** : Penilaian Portofolio	Lecturing, discussing, and assignment 2 X 50	- -	**Materi:** Drafting a concluding paragraph for argumentative essays **Pustaka:** *Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.*	2%
16	1. Students are able to Identify the language features and cohesive devices used in establishing unity, cohesion and coherence in written argumentative essays 2. Students are able to apply the language features and cohesive devices of argumentative essays properly to establish unity, cohesion and coherence 3. Students are able to Identify the writing conventions used in academic essays 4. Students are able to apply the writing conventions to write argumentative essays properly	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	**Kriteria:** 1. Identify and correct the errors in the use of language features and cohesive device in the argumentative essay to improve unity, cohesion, and coherence 2. proofread the argumentative essay to identify and correct errors in writing conventions **Bentuk Penilaian** : Penilaian Hasil Project / Penilaian Produk	Lecturing, discussing, and assignment 2 X 50	- -	**Materi:** Establishing unity, cohesion, and coherence in essay writing **Pustaka:** *Wallwork, A. (2013). English for Academic Research: Writing Exercises. Springer Science Business Media* **Materi:** Editing written argumentative essays **Pustaka:** *Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.*	44%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	9%
2.	Penilaian Hasil Project / Penilaian Produk	69%

3.	Penilaian Portofolio	22%
		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-CPMK 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.

RPS ini telah divalidasi pada tanggal 25 Oktober 2024

Koordinator Program Studi S1
Pendidikan Bahasa Inggris

Dr. Him'mawan Adi Nugroho,
S.Pd., M.Pd.
NIDN 0017117503

UPM Program Studi S1
Pendidikan Bahasa Inggris

Nur Chakim, S.Pd., M.Pd.
NIDN 0024077704

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