



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																																											
Business Correspondence	8820302020		T=2 P=0 ECTS=3.18	8	31 Januari 2025																																											
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																											
		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																											
Model Pembelajaran	Case Study																																															
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																															
	Capaian Pembelajaran Mata Kuliah (CPMK)																																															
	Matrik CPL - CPMK																																															
		CPMK																																														
	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;">CPMK</td> <td colspan="15" style="text-align: center;">Minggu Ke</td> </tr> <tr> <td></td> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>														CPMK	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
Deskripsi Singkat MK	A study of the application of business documentation, formal or informal correspondence both in offices and other agencies, as well as the implementation on how to write a cover letter and to conduct correspondence and delivery via surface / electronic mail.																																															
Pustaka	Utama :																																															
	1.	Littlejohn, Andrew. (2005). <i>Company to Company: A task-based approach to business emails, letters and faxes</i> (4thed.). Cambridge: Cambridge University Press.																																														
	Pendukung :																																															
Dosen Pengampu	Dr. Yuri Lolita, S.Pd., M.Pd. Arik Susanti, 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	The students are able to understand about Emails: parts of email, attachment, message (parts of message)	The students are able to mention the definition of the email The students are able to recognize part of the email The students are able to recognize part of the message The students are able to write message	Kriteria: Based on writing rubric assessment	Small group discussion Asking and Questioning Project Based Learning 2 X 50		0%
2	The students are able to understand about Emails: parts of email, attachment, message (parts of message)	The students are able to understand about Emails: parts of email, attachment, message (parts of message)	Kriteria: Based on writing rubric assessment	Small group discussion Asking and questioning 2 X 50		0%
3	The students are able to write business formal letter about asking for and sending information. The students are able to write a message based on British American English	The students are able to write business formal letter about asking for and sending information. The students are able to write a message based on British American English	Kriteria: Based on writing rubric assessment	Project Based Learning 4 X 50		0%
4	The students are able to write business formal letter about asking for and sending information. The students are able to write a message based on British American English	The students are able to write business formal letter about asking for and sending information. The students are able to write a message based on British American English	Kriteria: Based on writing rubric assessment	Project Based Learning 4 X 50		0%
5	The students are able to write message for Contacting Customers: referring, giving good/bad news, saying what you can/cannot do The students are able to present the message	The students are able to write message for Contacting Customers: referring, giving good/bad news, saying what you can/cannot do The students are able to present the message	Kriteria: Based on writing rubric assessment	Project Based Learning 2 X 50		0%

6	The students are able to write message for Contacting Customers: referring, giving good/bad news, saying what you can/cannot do The students are able to present the message	The students are able to write message for Contacting Customers: referring, giving good/bad news, saying what you can/cannot do The students are able to present the message	Kriteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%
7	The students are able to explain the letter layout The students are able to write message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints The students are able to present message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints	The students are able to explain the letter layout The students are able to write message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints The students are able to present message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints	Kriteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%

8	The students are able to explain the letter layout The students are able to write message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints The students are able to present message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints	The students are able to explain the letter layout The students are able to write message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints The students are able to present message about making mild complaints, making a point, warning, making strong complaints point, warning, making strong complaints	Kriteria: Based on writing rubric assessment	Project Based Learning 2 X 50		0%
9	Mid Test			2 X 50		0%
10	The students are able to explain about job application letter and CV The students are able to write job application letter and CV The students are able to present job application letter and CV	The students are able to explain about job application letter and CV The students are able to write job application letter and CV The students are able to present job application letter and CV	Kriteria: Based on writing rubric assessment	Project Based Learning 2 X 50		0%
11	The students are able to explain about job application letter and CV The students are able to write job application letter and CV The students are able to present job application letter and CV	The students are able to explain about job application letter and CV The students are able to write job application letter and CV The students are able to present job application letter and CV	Kriteria: Based on writing rubric assessment	Project Based Learning 2 X 50		0%

12	The students are able to write the script of job interview The students are able to create a video about job interview	The students are able to write the script of job interview The students are able to create a video about job interview	Kriteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%
13	The students are able to write the script of job interview The students are able to create a video about job interview	The students are able to write the script of job interview The students are able to create a video about job interview	Kriteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%
14	The students are able to write message about offering product The students are able to present offering product	The students are able to write message about offering product The students are able to present offering product	Kriteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%
15	The students are able to write message about requesting action, apologizing The students are able to present message about requesting action, apologizing	The students are able to write message about requesting action, apologizing The students are able to present message about requesting action, apologizing	Kriteria: Based on writing rubric assessment	Project Based Learning 2 X 50			0%
16							0%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
		0%

Catatan

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.