



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

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

<b>MATA KULIAH (MK)</b>	<b>KODE</b>	<b>Rumpun MK</b>	<b>BOBOT (sks)</b>	<b>SEMESTER</b>	<b>Tgl Penyusunan</b>																																																																													
Essential Writing Skill	8820302247	Mata Kuliah Wajib Program	T=2 P=0 ECTS=3.18	1	13 Mei 2023																																																																													
<b>OTORISASI</b>	<b>Pengembang RPS Studi</b>		<b>Koordinator RMK</b>		<b>Koordinator Program Studi</b>																																																																													
	Eva Rahmawati, S.Pd. M.Pd.		Sumarniningsih, S.Pd., M.Pd		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																																																													
<b>Model Pembelajaran</b>	Project Based Learning																																																																																	
<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>																																																																																	
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>																																																																																	
	<b>CPMK - 1</b>	Understand the concepts of process of writing, paragraph structure, and principles of unity and coherence required to write a paragraph																																																																																
	<b>CPMK - 2</b>	Implement the concepts of process of writing, paragraph structure, and principles of unity and coherence to write a paragraph																																																																																
	<b>Matrik CPL - CPMK</b>																																																																																	
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>CPMK</td></tr> <tr><td>CPMK-1</td></tr> <tr><td>CPMK-2</td></tr> </table>				CPMK	CPMK-1	CPMK-2																																																																										
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CPMK-2																																																																																		
<b>Deskripsi Singkat MK</b>	This course is a preliminary course in English Writing and is designed to help its participants master the fundamentals of Paragraph writing which integrates the process of writing, paragraph structure and principles of unity and coherence. Accordingly, the general discussion in this course includes the process of writing, narrative and descriptive paragraph structure and principles of unity and coherence. To accommodate the achievement of learning outcome, the course is conducted through lecturer's brief presentation, class discussion, group work and paragraph writing workshops (project-based activities) with the aid of ICT and various kinds of useful teaching media. To support the aforementioned activities, peer review activities are incorporated during the in- class activities as well as additional writing assignments outside the class-hours.																																																																																	
<b>Pustaka</b>	<b>Utama :</b>	<ol style="list-style-type: none"> <li>Zemach, Dorothy E. and Ghuldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</li> <li>Juzwiak, Christ. 2012. Stepping stones: A Guided Approach to Writing Sentences and Paragraphs. Boston: Bedford/ St. Martin's.</li> <li>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.</li> </ol>																																																																																
	<b>Pendukung :</b>	<ol style="list-style-type: none"> <li>Langan, J. 2010. Exploring Writing: Sentences and Paragraphs.</li> <li>Oshima, A., &amp; Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</li> <li>Savage, A., &amp; Shafiei, M. 2007. Effective Academic Writing 1: The Paragraph. New York: Oxford University Press.</li> </ol>																																																																																

Dosen Pengampu		Henny Dwi Iswati, S.S., M.Pd. Nur Fauzia, S.S., M.Pd. Zainul Aminin, S.Pd., M.Pd. Suvi Akhriyah, S.Pd., M.Pd. Lisetyo Ariyanti, S.S., M.Pd. Anis Trisusana, S.S., M.Pd. Eva Rahmawati, S.Pd., M.Pd.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan 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.Understanding the stages in process writing 2.apply the stages in process of writing	1.To be able to: list steps included in each stage of writing 2.To be able to: explain steps included in each stage of writing 3.To be able to: perform steps in a particular stage of writing		Lecture, small group discussion, group work 2 X 50		<p><b>Materi:</b> The stages in process of writing <b>Pustaka:</b> Juzwiak, Christ. 2012. <i>Stepping stones: A Guided Approach to Writing Sentences and Paragraphs.</i> Boston: Bedford/ St. Martin's.</p> <p><b>Materi:</b> The stages in process of writing <b>Pustaka:</b> Langan, J. 2010. <i>Exploring Writing: Sentences and Paragraphs.</i></p> <p><b>Materi:</b> The stages in process of writing <b>Pustaka:</b> Savage, A., &amp; Shafiei, M. 2007. <i>Effective Academic Writing 1: The Paragraph.</i> New York: Oxford University Press.</p>	0%

2	Understand the structure of a paragraph	<ol style="list-style-type: none"> <li>1.To be able to: explain the structure of a paragraph</li> <li>2.To be able to: Identify the structure of a paragraph</li> <li>3.To be able to: apply the correct mechanics in academic writing</li> </ol>		Lecture, small group discussion, group work 2 X 50		<p><b>Materi:</b> The structure of a paragraph  <b>Pustaka:</b>  <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p> <hr/> <p><b>Materi:</b>  Mechanics in academic writing  <b>Pustaka:</b>  <i>Oshima, A., &amp; Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	0%
3	Understanding the structure of a paragraph	<ol style="list-style-type: none"> <li>1.To be able to: identify the structure of a paragraph</li> <li>2.To be able to: complete a paragraph using the correct parts</li> <li>3.To be able to: construct different types of sentences to form a proper</li> <li>4.To be able to: apply the correct mechanics in academic writing</li> </ol>		Lecture, small group discussion, Individual work, Pair work (peer review) 2 X 50		<p><b>Materi:</b> The structure of a paragraph  <b>Pustaka:</b>  <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p> <hr/> <p><b>Materi:</b>  Mechanics in academic writing  <b>Pustaka:</b>  <i>Oshima, A., &amp; Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	0%

4		<p>1.To be able to: identify the types, purposes, language features and organization of descriptive paragraphs</p> <p>2.To be able to: explain the types, purposes, language features and organization of descriptive paragraphs</p>		Lecture, small group discussion 2 X 50		<p><b>Materi:</b> Descriptive paragraph (types, purposes, language features and organization) <b>Pustaka:</b> <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.</i></p> <hr/> <p><b>Materi:</b> Descriptive paragraph (types, purposes, language features and organization) <b>Pustaka:</b> <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p> <hr/> <p><b>Materi:</b> Descriptive paragraph (types, purposes, language features and organization) <b>Pustaka:</b> <i>Oshima, A., &amp; Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	0%
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5	Understanding the purpose, language features and organization of descriptive paragraphs that describe a place	<p>1.To be able to: identify the purposes, language features and organization of descriptive paragraphs that describe a place</p> <p>2.To be able to: explain the purposes, language features and organization of descriptive paragraphs that describe a place</p> <p>3.To be able to: differentiate descriptive paragraphs that describe a place from other types of descriptive paragraphs based on their purposes, language features and organization.</p>		Lecture, small group discussion 2 X 50		<p><b>Materi:</b> Descriptive paragraph that describes a place (purpose, language features, and organization) <b>Pustaka:</b> <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.</i></p> <hr/> <p><b>Materi:</b> Descriptive paragraph that describes a place (purpose, language features, and organization) <b>Pustaka:</b> <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p> <hr/> <p><b>Materi:</b> Descriptive paragraph that describes a place (purpose, language features, and organization) <b>Pustaka:</b> <i>Oshima, A., &amp; Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	0%
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6	Writing descriptive paragraphs that describe a place	<p>1.To be able to: determine proper main topic for a descriptive paragraph that describe a place</p> <p>2.To be able to: develop the main topic into supporting ideas to construct a descriptive paragraph outline to describe a place</p> <p>3.To be able to: cluster the ideas following the logical organization of a descriptive paragraph to describe a place</p>		Lecture, writing project (pjbl) 2 X 50		<p><b>Materi:</b> Descriptive paragraph that describes a place (purpose, language features, and organization)</p> <p><b>Pustaka:</b> <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.</i></p> <hr/> <p><b>Materi:</b> Clustering and organizing ideas to form a paragraph outline</p> <p><b>Pustaka:</b> <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	0%
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7	Writing descriptive paragraphs that describe a place	<ol style="list-style-type: none"> <li>1.To be able to: develop outline into a draft of descriptive paragraph that describe a place</li> <li>2.To be able to: employ procedure of self-review on the drafts of descriptive paragraphs</li> <li>3.To be able to: employ procedure of peer-review on the drafts of descriptive paragraphs</li> <li>4.To be able to: employ the editing and revising procedure to edit and revise the drafts of descriptive paragraphs based on the results of self and peer reviews</li> </ol>			Lecture, writing project (PJBL) 2 x 50	<p><b>Materi:</b> Drafting a descriptive paragraph that describes a place</p> <p><b>Pustaka:</b> <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.</i></p> <hr/> <p><b>Materi:</b> Procedure and aspects to assess in self – reviewing and editing process; Procedure and aspects to assess in peer – reviewing and editing process; Editing and revising</p> <p><b>Pustaka:</b> <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	0%
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8		<p>1.To be able to: explain the descriptive paragraphs presented in the poster</p> <p>2.To be able to: employ procedure of peer-review on the descriptive paragraphs</p>		<p>Lecture, project presentation (PJBL) 2 X 50</p>		<p><b>Materi:</b> Procedure and aspects to assess in peer – reviewing and editing process</p> <p><b>Pustaka:</b> <i>Kirschner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.</i></p> <hr/> <p><b>Materi:</b> Procedure and aspects to assess in peer – reviewing and editing process</p> <p><b>Pustaka:</b> <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	0%
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9	Understanding the purpose, language features and organization of descriptive paragraphs that describe a person	<p>1.To be able to: identify the purposes, language features and organization of descriptive paragraphs that describe a person</p> <p>2.To be able to: explain the purposes, language features and organization of descriptive paragraphs that describe a person</p> <p>3.To be able to: differentiate descriptive paragraphs that describe a person from other types of descriptive paragraphs based on their purposes, language features and organization</p>		Lecture, small group discussion 2 x 50		<p><b>Materi:</b> Descriptive paragraph that describes a person (purpose, language features, and organization) <b>Pustaka:</b> <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.</i></p> <hr/> <p><b>Materi:</b> Descriptive paragraph that describes a person (purpose, language features, and organization) <b>Pustaka:</b> <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p> <hr/> <p><b>Materi:</b> Descriptive paragraph that describes a person (purpose, language features, and organization) <b>Pustaka:</b> <i>Oshima, A., &amp; Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	0%
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10		<p>1.To be able to: identify the purposes, language features and organization of narrative paragraphs</p> <p>2.To be able to: explain the purposes, language features and organization of narrative paragraphs</p> <p>3.To be able to: identify narrative paragraphs that are related to a certain region based on their purposes, language features and organization.</p>		Lecture, small group discussion 2 x 50		<p><b>Materi:</b> Narrative paragraph (purpose, language features, and organization) <b>Pustaka:</b> <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.</i></p> <hr/> <p><b>Materi:</b> Narrative paragraph (purpose, language features, and organization) <b>Pustaka:</b> <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p> <hr/> <p><b>Materi:</b> Narrative paragraph (purpose, language features, and organization) <b>Pustaka:</b> <i>Oshima, A., &amp; Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	0%
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11	Understanding the types, purposes, language features and organization of narrative paragraphs	To be able to: identify narrative paragraphs that are related to a certain region based on their purposes, language features and organization.		Lecture, small group discussion 2 X 50		<p><b>Materi:</b> Narrative paragraph (purpose, language features, and organization) <b>Pustaka:</b> <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.</i></p> <hr/> <p><b>Materi:</b> Narrative paragraph (purpose, language features, and organization) <b>Pustaka:</b> <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p> <hr/> <p><b>Materi:</b> Narrative paragraph (purpose, language features, and organization) <b>Pustaka:</b> <i>Oshima, A., &amp; Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	0%
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12	Writing a descriptive paragraph that describe a person	<p>1.To be able to: determine proper main topic for a descriptive paragraph that describe a person</p> <p>2.To be able to: develop the main topic into supporting ideas to construct a descriptive paragraph outline to describe a person</p> <p>3.To be able to: cluster the ideas following the logical organization of a descriptive paragraph to describe a person</p>		Lecture, writing project (PJBL) 2 X 50		<p><b>Materi:</b> Descriptive paragraph that describes a person (purpose, language features, and organization)</p> <p><b>Pustaka:</b> <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.</i></p> <hr/> <p><b>Materi:</b> Clustering and organizing ideas to form a paragraph outline</p> <p><b>Pustaka:</b> <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	0%
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13	Writing a descriptive paragraph that describe a person	<ol style="list-style-type: none"> <li>1.To be able to: develop outline into a draft of descriptive paragraph that describe a person</li> <li>2.To be able to: employ procedure of self-review on the paragraph draft</li> <li>3.To be able to: employ procedure of peer-review on the paragraph draft</li> <li>4.To be able to: employ the editing and revising procedure to edit and revise the draft of descriptive paragraph based on the results of self and peer reviews</li> </ol>		Lecture, writing project (PJBL) 2 x 50		<p><b>Materi:</b> Drafting a descriptive paragraph that describes a person</p> <p><b>Pustaka:</b> <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.</i></p> <hr style="width: 20%; margin-left: 0;"/> <p><b>Materi:</b> Procedure and aspects to assess in self – reviewing and editing process; procedure and aspects to assess in peer – reviewing and editing process; editing and revising</p> <p><b>Pustaka:</b> <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	0%
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14	Writing a narrative paragraph	<p>1.To be able to: determine proper main topic for a narrative paragraph</p> <p>2.To be able to: develop the main topic into supporting ideas to construct a narrative paragraph outline</p> <p>3.To be able to: cluster the ideas following the logical organization of a narrative paragraph</p>		Lecture, writing project 2 x 50		<p><b>Materi:</b> Narrative paragraphs (types, purpose, language features, and organization)</p> <p><b>Pustaka:</b> <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.</i></p> <hr/> <p><b>Materi:</b> Clustering and organizing ideas to form a paragraph outline</p> <p><b>Pustaka:</b> <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	0%
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15	Writing a narrative paragraph	<ol style="list-style-type: none"> <li>1.To be able to: develop outline into a draft of narrative paragraph</li> <li>2.To be able to: employ procedure of self-review on the paragraph draft</li> <li>3.To be able to: employ procedure of peer-review on the paragraph draft</li> <li>4.To be able to: employ the editing and revising procedure to edit and revise the draft of narrative paragraph based on the results of self and peer reviews</li> </ol>		Lecture, writing project (PJBL) 2 x 50		<p><b>Materi:</b> Drafting a narrative paragraph <b>Pustaka:</b> <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.</i></p> <hr/> <p><b>Materi:</b> Procedure and aspects to assess in self – reviewing and editing process; Procedure and aspects to assess in peer – reviewing and editing process; Editing and revising <b>Pustaka:</b> <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i></p>	0%
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16	Presenting a descriptive paragraph that describes a person and a narrative paragraph	1.To be able to: explain the descriptive paragraph presented in the poster 2.To be able to: explain the narrative paragraph presented in the poster 3.To be able to: employ procedure of peer-review on the paragraphs presented in the poster		Lecture, writing project (PJBL) 2 x 50		<b>Materi:</b> Procedure and aspects to assess in peer – reviewing and editing process <b>Pustaka:</b> <i>Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/ St. Martin's.</i> <hr/> <b>Materi:</b> Procedure and aspects to assess in peer – reviewing and editing process <b>Pustaka:</b> <i>Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.</i>	0%
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#### 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 studinya 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-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.**



File PDF ini digenerate pada tanggal 21 November 2024 Jam 20:14 menggunakan aplikasi RPS-OBE SiDia Unesa