



**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 Studi	T=2 P=0 ECTS=3.18	1	13 Mei 2023																																																																																				
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>		<b>Koordinator Program Studi</b>																																																																																				
	Eva Rahmawati, S.Pd. M.Pd.		Sumarningsih, 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>CPL-5</b>	Menunjukkan keterampilan presentasi tertulis, visual dan lisan untuk mengkomunikasikan pengetahuan yang berhubungan dengan bahasa Inggris																																																																																							
	<b>CPL-6</b>	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.																																																																																							
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>																																																																																								
	<b>CPMK - 1</b>	Students are able to understand the concepts of the process of writing, paragraph structure, and principles of unity and coherence required to write a paragraph																																																																																							
	<b>CPMK - 2</b>	Students are able to apply the concept of the process of writing, paragraph structure, and principles of unity and coherence required for paragraph writing																																																																																							
	<b>CPMK - 3</b>	Students are able to communicate ideas through written paragraph at the level of CEFR B2 CEFR and use learning sources and IT to support the teaching and learning process of paragraph writing which integrates the process of writing, paragraph structure and principles of unity and coherence																																																																																							
	<b>Matrik CPL - CPMK</b>																																																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>CPMK</th> <th>CPL-5</th> <th>CPL-6</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>CPMK-3</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>					CPMK	CPL-5	CPL-6	CPMK-1	✓		CPMK-2		✓	CPMK-3		✓																																																																							
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<b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>																																																																																									
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CPMK-3							✓	✓					✓		✓	✓																																																																									
<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 Ghulldu, 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>					
		1. Langan, J. 2010. Exploring Writing: Sentences and Paragraphs. 2. Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc. 3. Savage, A., & Shafiei, M. 2007. Effective Academic Writing 1: The Paragraph. New York: Oxford University Press.					
<b>Dosen Pengampu</b>		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		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	Understand the stages in process of writing	1.list steps included in each stage of writing 2.explain steps included in each stage of writing 3.perform steps in a particular stage of writing	<b>Kriteria:</b> 1.complete the mind map of a paragraph 2.rearrange a jumbled paragraph 3.review and revise a paragraph to correct grammatical and vocabulary errors  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Lecture, small group discussion, group work 2 X 50	- -	<b>Materi:</b> The stages in process of writing <b>Pustaka:</b> <i>Juzwiak, Christ. 2012. Stepping stones: A Guided Approach to Writing Sentences and Paragraphs. Boston: Bedford/ St. Martin's.</i>  <b>Materi:</b> The stages in process of writing <b>Pustaka:</b> <i>Langan, J. 2010. Exploring Writing: Sentences and Paragraphs.</i>  <b>Materi:</b> The stages in process of writing <b>Pustaka:</b> <i>Savage, A., &amp; Shafiei, M. 2007. Effective Academic Writing 1: The Paragraph. New York: Oxford University Press.</i>	3%

2	Understand the structure of a paragraph	<ol style="list-style-type: none"> <li>1. describe the structure of a paragraph</li> <li>2. Identify the structure of a paragraph</li> <li>3. apply the correct mechanics of academic paragraph</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. rearrange a jumbled paragraph based on the correct paragraph structure</li> <li>2. match paragraphs with their topic sentences</li> <li>3. correct the mechanic errors in a paragraph</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	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>	3%
3	Understand the structure of a paragraph	<ol style="list-style-type: none"> <li>1. identify the structure of a paragraph</li> <li>2. complete a paragraph using the correct paragraph parts</li> <li>3. construct different types of sentences to form a proper paragraph</li> <li>4. apply the correct mechanics in academic writing</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. complete the topic sentences of each paragraph by adding the missing parts (main topic or supporting ideas)</li> <li>2. complete a paragraph with the proper supporting sentences</li> <li>3. write a concluding sentence for the paragraph by paraphrasing its topic sentence</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	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>	3%

4	Understand the types, purposes, language features and organization of descriptive paragraphs	<p>1. identify the types, purposes, language features and organization of descriptive paragraphs</p> <p>2. describe the types, purposes, language features and organization of descriptive paragraphs</p>	<p><b>Kriteria:</b></p> <p>1. Describe various purposes and language features of descriptive paragraphs</p> <p>2. describe various possible use of descriptive paragraphs in students' course-related works</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipatif</p>	Lecture, small group discussion 2 X 50	- -	<p><b>Materi:</b> Descriptive paragraph (types, purposes, 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> Descriptive paragraph (types, purposes, language features and organization)</p> <p><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)</p> <p><b>Pustaka:</b> <i>Oshima, A., &amp; Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p>	3%
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5	Understand the purpose, language features and organization of descriptive paragraphs that describe a place	<ol style="list-style-type: none"> <li>1. identify the purposes, language features and organization of descriptive paragraphs that describe a place</li> <li>2. describe the purposes, language features and organization of descriptive paragraphs that describe a place</li> <li>3. differentiate descriptive paragraphs that describe a place from other types of descriptive paragraphs based on their purposes, language features and organization.</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Find examples of descriptive paragraphs that describe a place</li> <li>2. Describe various purposes and language features of descriptive paragraphs that describe a place</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipatif</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>	3%
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6	Write descriptive paragraphs that describe a place	<ol style="list-style-type: none"> <li>1. determine proper main topic for a descriptive paragraph that describe a place</li> <li>2. develop the main topic into supporting ideas to construct a descriptive paragraph outline to describe a place</li> <li>3. cluster the ideas following the logical organization of a descriptive paragraph to describe a place</li> </ol>	<p><b>Kriteria:</b> work in pairs and plan two descriptive paragraphs that make up a tourism poster</p> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</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>	10%
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7	Write descriptive paragraphs that describe a place	<ol style="list-style-type: none"> <li>1. develop outline into a draft of descriptive paragraph that describe a place</li> <li>2. employ procedure of self-review on the drafts of descriptive paragraphs</li> <li>3. employ procedure of peer-review on the drafts of descriptive paragraphs</li> <li>4. 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>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. work in pairs and draft two descriptive paragraphs that make up a tourism poster</li> <li>2. review and revise your paragraphs to correct any errors in: content, organization, grammar and vocabulary.</li> <li>3.</li> </ol> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	-	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>	10%
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8	Present descriptive paragraphs that describe a place	<p>1.explain the descriptive paragraphs presented in the poster</p> <p>2.employ procedure of peer-review on the descriptive paragraphs</p>	<p><b>Kriteria:</b></p> <p>1.present the descriptive paragraphs from the poster created for the writing project</p> <p>2.review the poster presented based on the language features and structure of descriptive paragraphs, and the poster layout for its readability and attractiveness</p> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	Lecture, project presentation (PJBL) 2 X 50	-	<p><b>Materi:</b> Procedure and aspects to assess in peer – reviewing and editing process</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 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>	5%
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9	Understand the purpose, language features and organization of descriptive paragraphs that describe a person	<ol style="list-style-type: none"> <li>1. identify the purposes, language features and organization of descriptive paragraphs that describe a person</li> <li>2. explain the purposes, language features and organization of descriptive paragraphs that describe a person</li> <li>3. differentiate descriptive paragraphs that describe a person from other types of descriptive paragraphs based on their purposes, language features and organization</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Find examples of descriptive paragraphs that describe a person</li> <li>2. Describe various purposes and language features of descriptive paragraphs that describe a person</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</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>	3%
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10	Understand the types, purposes, language features and organization of narrative paragraphs	<ol style="list-style-type: none"> <li>1. identify the purposes, language features and organization of narrative paragraphs</li> <li>2. explain the purposes, language features and organization of narrative paragraphs</li> <li>3. identify narrative paragraphs that are related to a certain region based on their purposes, language features and organization.</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Find examples of narrative paragraphs that are related to a certain historical site</li> <li>2. draw a conclusion on various purposes and language features of narrative paragraphs</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</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>	3%
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11	Understand the types, purposes, language features and organization of narrative paragraphs	Identify narrative paragraphs that are related to a certain historical site based on their purposes, language features and organization	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Find examples of narrative paragraphs that are related to a certain historical site</li> <li>2. draw a conclusion on various purposes and language features of narrative paragraphs</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</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>	3%
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12	Write a descriptive paragraph that describe a person	<p>1.determine proper main topic for a descriptive paragraph that describe a person</p> <p>2.develop the main topic into supporting ideas to construct a descriptive paragraph outline to describe a person</p> <p>3.cluster the ideas following the logical organization of a descriptive paragraph to describe a person</p>	<p><b>Kriteria:</b> plan a descriptive paragraph about the main figure/ character that you have chosen from your poster</p> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</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>	10%
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13	Write a descriptive paragraph that describe a person	<ol style="list-style-type: none"> <li>1. develop outline into a draft of descriptive paragraph that describe a person</li> <li>2. employ procedure of self-review on the paragraph draft</li> <li>3. employ procedure of peer-review on the paragraph draft</li> <li>4. 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>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. work in pairs and draft a descriptive paragraph that describe a character for your a tourism poster</li> <li>2. review and revise your paragraphs to correct any errors in: content, organization, grammar and vocabulary</li> </ol> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	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/> <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>	10%
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14	Write a narrative paragraph	<p>1.determine proper main topic for a narrative paragraph</p> <p>2.develop the main topic into supporting ideas to construct a narrative paragraph outline</p> <p>3.cluster the ideas following the logical organization of a narrative paragraph</p>	<p><b>Kriteria:</b> plan a narrative paragraph about the the story related to the historical site that you have chosen for your poster</p> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</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>	10%
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15	Write a narrative paragraph	<ol style="list-style-type: none"> <li>1. develop outline into a draft of narrative paragraph</li> <li>2. employ procedure of self-review on the paragraph draft</li> <li>3. employ procedure of peer-review on the paragraph draft</li> <li>4. 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>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. work in pairs and draft a narrative paragraph that describe a character for your a tourism poster</li> <li>2. review and revise your paragraphs to correct any errors in: content, organization, grammar and vocabulary</li> </ol> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	Lecture, writing project (PJBL) 2 x 50	-	<p><b>Materi:</b> Drafting a narrative paragraph</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>	10%
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16	Present a descriptive paragraph that describes a person and a narrative paragraph	<ol style="list-style-type: none"> <li>1.explain the descriptive paragraph presented in the poster</li> <li>2.explain the narrative paragraph presented in the poster</li> <li>3.employ procedure of peer-review on the paragraphs presented in the poster</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.present the descriptive and narrative paragraphs from the poster created for the writing project</li> <li>2.review the poster presented based on the language features and structure of descriptive and narrative paragraphs, and the poster layout for its readability and attractiveness</li> </ol> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	Lecture, writing project (PJBL) 2 x 50	- -	<p><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></p> <p><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></p>	11%
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#### Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	24%
2.	Penilaian Hasil Project / Penilaian Produk	76%
		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, 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.



RPS ini telah divalidasi pada tanggal 9 Desember 2024

Koordinator Program Studi S1  
Pendidikan Bahasa Inggris



Dr. Him'mawan Adi Nugroho,  
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**UPM** Program Studi S1  
Pendidikan Bahasa Inggris



Nur Chakim, S.Pd., M.Pd.  
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