



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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| EXPOSITORY AND ANALYTICAL WRITING | 8820302305 | Mata Kuliah Wajib Program Studi | T=2 P=0 ECTS=3.18 | 2 | 22 Januari 2025 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OTORISASI | Pengembang RPS | | Koordinator RMK | | Koordinator Program Studi | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | Muhaimin Abdullah | | Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Model Pembelajaran | Project Based Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL-4 | Mengembangkan diri secara berkelanjutan dan berkolaborasi. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL-6 | Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL-7 | Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 1 | Mahasiswa mampu mengembangkan keterampilan menulis esai ekspositori dan analitis secara berkelanjutan, dengan menunjukkan kemampuan refleksi diri dan evaluasi kritis terhadap hasil tulisan mereka. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 2 | Mahasiswa mampu menghasilkan tulisan ekspositori dan analitis yang memenuhi standar level B2 CEFR, dengan struktur logis, koherensi, dan keakuratan tata bahasa yang baik. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 3 | Mahasiswa mampu menganalisis dan mengevaluasi konsep pembelajaran bahasa Inggris dari perspektif nasional dan global, serta menyajikannya dalam bentuk tulisan analitis yang terstruktur. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 4 | Mahasiswa mampu berkolaborasi dalam kelompok untuk merancang, merevisi, dan menyempurnakan tulisan ekspositori dan analitis dengan menggunakan masukan konstruktif dari anggota tim. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Matrik CPL - CPMK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th>CPMK</th> <th>CPL-4</th> <th>CPL-6</th> <th>CPL-7</th> <th colspan="3"></th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td></td> <td style="text-align: center;">✓</td> <td></td> <td colspan="3"></td> </tr> <tr> <td>CPMK-2</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td colspan="3"></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td style="text-align: center;">✓</td> <td colspan="3"></td> </tr> <tr> <td>CPMK-4</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td colspan="3"></td> </tr> </tbody> </table> | | | | | CPMK | CPL-4 | CPL-6 | CPL-7 | | | | CPMK-1 | | ✓ | | | | | CPMK-2 | ✓ | | | | | | CPMK-3 | | | ✓ | | | | CPMK-4 | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK | CPL-4 | CPL-6 | CPL-7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-1 | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-2 | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-3 | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> | | | | | 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 | | | | | | | | | | | | | | | | |
| 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 | <p>This course is a continuation of Essential Writing Skills course. In this course, the main purpose is to introduce learners to Essay Writing and help them master the concept of expository and analytical essay writing which integrates the process of writing, essay structure and principles of unity and coherence. Accordingly, the general discussion in this course includes inventing ideas and limiting subject of discussion as well as essay structure. To accommodate the achievement of learning outcome, the course is conducted through brief presentations by instructor, discussions that involve both learners and instructor, and practices in the form of essay writing workshops. Integrated into these activities are the in-class assignments, analytical reading sessions and peer review activities in addition to extended essays developed outside of class.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Pustaka | Utama : | <ol style="list-style-type: none"> 1. Bailey, S. (2015). <i>Academic Writing A Handbook for International Students (Fourth Edi)</i>. Routledge, Taylor and Francis. 2. Kirszner, L. G., & Mandell, S. R. (2015). <i>Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit)</i>. Bedford/St. Martin's. 3. Zemach, D. E., & Ghulldu, L. A. (2011). <i>Writing Essays: from Paragraph to Essay</i>. Macmillan Publishers Limited. | | | | | |
|----------------|---|--|---|---|------------------------|---|----------------------------|
| | Pendukung : | <ol style="list-style-type: none"> 1. Oshima, A., & Hogue, A. (2007). <i>Introduction to Academic Writing Level 3 (3rd ed.)</i>. Pearson Education, Inc. | | | | | |
| | Dosen Pengampu | Silfia Asningtias, S.Pd., M.TESOL. Zainul Aminin, S.Pd., M.Pd. Abdur Rosyid, S.Pd., M.TESOL. Retno Wulan Dari, S.Pd., M.Pd. Sueb, S.Pd., M.Pd. Dr. Muhaimin Abdullah, S.Pd., M.Pd. Rizki Ramadhan, 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 | Course overview, understanding expository and analytical writing, relevance to English education. | Understand the basic concepts of the course and its relation to the CLOs. | Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipasif | Presentasi dan diskusi 2x50 | | Materi: expository and analytical writing Pustaka: <i>Bailey, S. (2015). Academic Writing A Handbook for International Students (Fourth Edi). Routledge, Taylor and Francis.</i> | 5% |
| 2 | Structure of Expository Writing | Understand the basic structure of expository writing. | Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Latihan menulis paragraf ekspositori berdasarkan topik yang diberikan. 2x50 | | Materi: struktur dasar tulisan ekspositori. Pustaka: <i>Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.</i> | 5% |
| 3 | Argumentation Techniques in Expository Writing | Construct structured arguments. | Kriteria: Language used and creativity Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | diskusi dan tanya jawab 2x50 | | Materi: How to write argument Pustaka: <i>Zemach, D. E., & Ghulldu, L. A. (2011). Writing Essays: from Paragraph to Essay. Macmillan Publishers Limited.</i> | 5% |

| | | | | | | | |
|---|--|--|--|-------------------------------------|--|--|-----|
| 4 | Analyzing Expository Writing | Analyze the quality of expository writing. | <p>Kriteria: Identifying strengths and weaknesses in writing.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Discussion and Q & A 2x50 | | <p>Materi: Essay writing Pustaka: <i>Zemach, D. E., & Ghulldu, L. A. (2011). Writing Essays: from Paragraph to Essay. Macmillan Publishers Limited.</i></p> | 5% |
| 5 | Structure of Analytical Writing | Structure of introduction, body, conclusion in analytical writing. | <p>Kriteria: Language used and creativity</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | discussion and Q&A 2x50 | | <p>Materi: key elements of analytical writing Pustaka: <i>Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.</i></p> | 5% |
| 6 | Analyzing Data and Facts in Analytical Writing | Using data and facts to support arguments. | <p>Kriteria: Creativity, innovation and language use</p> <p>Bentuk Penilaian : Penilaian Portofolio</p> | Discussion and presentation 2x50 | | <p>Materi: Utilize data as analytical evidence. Pustaka: <i>Zemach, D. E., & Ghulldu, L. A. (2011). Writing Essays: from Paragraph to Essay. Macmillan Publishers Limited.</i></p> | 5% |
| 7 | Revising and Refining Writing | Techniques for revising and editing expository and analytical writing. | <p>Kriteria: Revise writing for effectiveness</p> <p>Bentuk Penilaian : Praktik / Unjuk Kerja</p> | Presentation and discussion 2x50 | | <p>Materi: editing and revising Pustaka: <i>Bailey, S. (2015). Academic Writing A Handbook for International Students (Fourth Edi). Routledge, Taylor and Francis.</i></p> | 5% |
| 8 | Mid-Term Test | Writing an expository essay on a predetermined topic. | <p>Kriteria: Language used and creativity</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | MID TERM 2x50 | | <p>Materi: Assessing students' expository writing skills Pustaka: <i>Oshima, A., & Hogue, A. (2007). Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.</i></p> | 10% |

| | | | | | | | |
|----|-------------------------------------|--|---|-------------------------------------|--|---|-----|
| 9 | Writing for Publication | Adapt writing style for broader audiences | <p>Kriteria: Practice adjusting writing for specific publications</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Presentation and discussion 2x50 | | <p>Materi: adjusting writing for specific publications Pustaka: <i>Bailey, S. (2015). Academic Writing A Handbook for International Students (Fourth Edj). Routledge, Taylor and Francis.</i></p> | 5% |
| 10 | Global Issues in Analytical Writing | Writing on global issues in English language education | <p>Kriteria: Language used and creativity</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | Discussion and presentation 2x50 | | <p>Materi: Analyze global issues through writing Pustaka: <i>Bailey, S. (2015). Academic Writing A Handbook for International Students (Fourth Edj). Routledge, Taylor and Francis.</i></p> | 5% |
| 11 | Collaboration in Writing | Techniques for group work in writing. | <p>Kriteria: Creativity, innovation and language use</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Discussion and presentation 2x50 | | <p>Materi: essay writing in small teams. Pustaka: <i>Bailey, S. (2015). Academic Writing A Handbook for International Students (Fourth Edj). Routledge, Taylor and Francis.</i></p> | 5% |
| 12 | Using Technology in Writing | Technological tools for writing and editing. | <p>Kriteria: Able to Use technology to enhance writing quality.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p> | Discussion and Q&A 2x50 | | <p>Materi: using writing and editing tools Pustaka: <i>Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.</i></p> | 10% |

| | | | | | | | |
|----|--------------------------------|--|--|-------------------------------------|--|--|-----|
| 13 | Writing for Specific Audiences | Adapting writing style for different readers (e.g., academic vs. general). | Kriteria: Language used and creativity Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Discussion and Q&A 2x50 | | Materi: writing for targeted audiences Pustaka: <i>Bailey, S. (2015). Academic Writing A Handbook for International Students (Fourth Ed). Routledge, Taylor and Francis.</i> | 5% |
| 14 | Presenting Writing | Techniques for presenting written work orally. | Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Presentation and discussion | | Materi: Present ideas from written work effectively. Pustaka: <i>Kirszner, L. G., & Mandell, S. R. (2015). Patterns for College Writing - a Rhetorical Reader and Guide (Brief Edit). Bedford/St. Martin's.</i> | 5% |
| 15 | Finalization and Reflection | Submission of writing portfolios and learning reflection. | Kriteria: Creativity, innovation and language use Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Presentation and discussion 2x50 | | Materi: Reflective writing Pustaka: <i>Bailey, S. (2015). Academic Writing A Handbook for International Students (Fourth Ed). Routledge, Taylor and Francis.</i> | 10% |
| 16 | Final-Term Test | Writing an analytical essay on a relevant topic. | Kriteria: language use and creativity Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | test 2x50 | | Materi: Writing a good essay Pustaka: <i>Zemach, D. E., & Ghulldu, L. A. (2011). Writing Essays: from Paragraph to Essay. Macmillan Publishers Limited.</i> | 10% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|----|--|------------|
| 1. | Aktifitas Partisipasif | 35% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 50% |
| 3. | Penilaian Portofolio | 5% |
| 4. | Praktik / Unjuk Kerja | 10% |
| | | 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

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Pendidikan Bahasa Inggris



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