

| Dosen Pengampu | | Fauris Zuhri, S.Pd., M.Hum. Dr. Yuri Lolita, S.Pd., M.Pd. 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. Retno Wulan Dari, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd. Rizki Ramadhan, M.Pd. Prianka Ratu Masitho, S.Pd., M.TESOL. | | | | | |
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| 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. Students will be able to demonstrate an understanding of essential reading and writing skills by effectively summarizing course expectations outlined in the Course Contract and applying these skills in their academic work throughout the semester. 2. Understand the basics of essay writing and active reading strategies like SQ3R. | Identify key components of the Course Contract, including objectives, assignments, deadlines, and evaluation criteria, ensuring that all relevant information is captured in the summary. | Kriteria: Summarize information concisely, using clear and straightforward language to convey the main ideas and important details without unnecessary elaboration Bentuk Penilaian : Aktifitas Partisipatif | discussion 50x5 | | Materi: Intro to Essential Reading & Writing Skills, Course Contract Lecturer-students and student-student introduction, Diagnostic Test (reading and writing) Pustaka: | 0% |
| 2 | 1. Students will be able to enhance their reading comprehension by effectively previewing texts, correctly using pronouns, and utilizing examples to infer meaning, thereby improving their overall understanding and retention of information in various written materials. 2. Students will be able to effectively describe a person using simple present tense while incorporating a clear topic sentence and relevant details about their study space. 3. Apply skimming, scanning, and outlining strategies; brainstorm and narrow essay topics. | 1. Effectively preview texts by scanning headings, subheadings, keywords, and any visual aids to anticipate the main ideas and structure of the text 2. Correctly use pronouns by identifying pronouns within the text and ensuring that they accurately refer to their antecedents, improving the flow and clarity of their reading comprehension. 3. Accurately use the simple present tense to describe the person 4. Begin the description with a clear topic sentence that introduces the person and provides a general idea of what will be described 5. Provide relevant and specific details about the study space, such as the layout, organization, and any significant features | Kriteria: Bentuk Penilaian : Aktifitas Partisipatif | discussion and exercise 50x5 | | Materi: Pre-reading: Previewing; Pronouns; Using examples to find meaning Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i> | 0% |

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| 3 | <p>1. students will be able to identify the author's purpose in a given text by skimming for key information and accurately identifying nouns and verbs to comprehend the main ideas, thereby enhancing their overall reading comprehension and critical thinking skills.</p> <p>2. Students will be able to effectively describe a personal goal using a variety of sentence patterns, correctly applying verbs followed by infinitives and gerunds, and employing writing strategies to create a well-organized, coherent, and engaging piece of writing that clearly communicates their aspirations and the steps they plan to take to achieve their goal.</p> | <p>1. Skim the text effectively to locate key information, including headings, subheadings, and highlighted terms, to gain a general understanding of the content and structure.</p> <p>2. Use a variety of sentence patterns to enhance the engagement of their writing, incorporating simple, compound, and complex sentences to convey their ideas effectively</p> | <p>Kriteria:</p> <p>1. Summarize the main ideas of the text while clearly articulating the identified author's purpose based on the information gathered through skimming and grammatical analysis</p> <p>2. Accurately identify nouns and verbs in the text that are essential to understanding the main ideas, recognizing how these parts of speech contribute to the author's message and intent.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | discussion and exercise 50x5 | | <p>Materi: Identifying author's purpose-skimming; Nouns and verbs</p> <p>Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i></p> | 0% |
| 4 | <p>1. Students will be able to effectively highlight and annotate texts to identify key ideas, understand their purpose, and evaluate the advantages and disadvantages of these techniques, while also using explanatory notes to deepen their comprehension and derive meaning from the material.</p> <p>2. Students will be able to effectively brainstorm and create a mind map to describe their home, using the grammar structure "there is/are" with appropriate nouns, while also reviewing and practicing relevant vocabulary to enhance their descriptive writing skills.</p> | <p>1. Differentiate between major points and supporting details, ensuring that the primary concepts are clearly marked.</p> <p>2. include key elements of their home and Incorporate descriptive details when creating mind map</p> <p>3. Accurately match the singular form "there is" with singular nouns and the plural form "there are" with plural nouns</p> | <p>Kriteria:</p> <p>1. Use consistent annotation strategies, such as symbols (e.g., stars for important points, question marks for unclear sections), color coding, or highlighting to organize their thoughts</p> <p>2. Incorporate descriptive details to enhance understanding of each element (e.g., room size, function, or personal significance).</p> <p>3. Construct complete sentences that are grammatically correct, including proper use of articles (e.g., "a" or "the") and other modifiers as needed.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p> | discussion and exercise 50x5 | | <p>Materi: Highlighting and annotating (purpose, advantage & disadvantage); Using explanations to find meaning</p> <p>Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i></p> <p>Materi: Brainstorming - mapping; Describing home; Grammar there is/are noun; Reviewing and vocabulary practice</p> <p>Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i></p> | 15% |

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| 5 | <p>1. Students will be able to utilize pre-reading strategies, such as predicting and making inferences about a text, while effectively using definitions to derive meaning from unfamiliar vocabulary, thereby enhancing their overall reading comprehension and analytical skills.</p> <p>2. Students will be able to compose well-structured compound sentences using the present progressive tense to describe their neighborhood, while applying the process writing approach to produce a coherent and engaging piece that effectively conveys their understanding of the area in which they live.</p> | <p>1. Accurately identify unfamiliar words in a text and recognize when context clues are insufficient to determine meaning.</p> <p>2. Ensure grammatical accuracy, including proper sentence structure, punctuation, and the consistent use of present progressive tense throughout the piece.</p> | <p>Kriteria:</p> <ol style="list-style-type: none"> 1. Apply appropriate strategies for understanding new words, such as breaking down roots, prefixes, or suffixes, and relating the word to known vocabulary. 2. Construct compound sentences using appropriate coordinating conjunctions to link ideas logically 3. Accurately use the present progressive tense (e.g., "People are walking their dogs" or "Cars are driving down the street") in describing ongoing actions or activities in their neighborhood. <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk</p> | discussion and exercise 50x5 | | <p>Materi: Pre-reading: predicting & making inferences of a text; Using definitions to find meaning</p> <p>Pustaka: Bohlke, D., & Zemach, D. E. (2018). <i>Skillful Reading & Writing: Student's Book 1 (2nd Edition)</i>. Macmillan</p> <hr/> <p>Materi: Writing compound sentences; Present progressive tense; Describing neighborhood; Process of writing (process writing)</p> <p>Pustaka: Bohlke, D., & Zemach, D. E. (2018). <i>Skillful Reading & Writing: Student's Book 1 (2nd Edition)</i>. Macmillan</p> | 10% |
| 6 | <p>1. Students will be able to identify the main ideas and supporting details in a text, effectively take notes using an appropriate format, and apply their knowledge of prefixes to form negations, demonstrating their ability to comprehend, organize, and analyze information from written materials.</p> <p>2. Students will be able to apply their knowledge of punctuation and capitalization rules to effectively edit written work, use modal verbs to provide advice and suggestions, compose an email offering helpful recommendations to a friend, and demonstrate effective time management strategies, showcasing their ability to communicate clearly, provide constructive feedback, and prioritize tasks.</p> | <p>1. Accurately identify the main ideas in a text, distinguishing them from supporting details or examples.</p> <p>2. demonstrate knowledge of common prefixes to show how negations affect the meaning of the sentence or overall text</p> <p>3. Accurately apply punctuation and capitalization rules in the editing process, ensuring proper use of periods, commas, question marks, and capital letters at the beginning of sentences, names, and proper nouns.</p> <p>4. Show an understanding of how to offer recommendations politely and effectively</p> | <p>Kriteria:</p> <ol style="list-style-type: none"> 1. Effectively summarize key points in their notes without omitting important information or including unnecessary details. 2. correctly form negations of words found in the text by using common prefixes 3. Use modal verbs correctly to provide advice or suggestions in an email <p>Bentuk Penilaian : Aktifitas Partisipatif</p> | discussion and exercise 50x5 | | <p>Materi: Main ideas & supporting details; Note-taking; Adding prefixes to form negations</p> <p>Pustaka: Bohlke, D., & Zemach, D. E. (2018). <i>Skillful Reading & Writing: Student's Book 1 (2nd Edition)</i>. Macmillan</p> <hr/> <p>Materi: Editing process-punctuations & capitalization; Advice and suggestions-modal verbs; Giving advice in an email; Time management</p> <p>Pustaka: Bohlke, D., & Zemach, D. E. (2018). <i>Skillful Reading & Writing: Student's Book 1 (2nd Edition)</i>. Macmillan</p> | 0% |

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| 7 | Student's will be able to interpret charts and graphs; revise comparison-contrast essays. | <ol style="list-style-type: none"> 1. Correctly identifies the main idea and key details presented in various types of charts (e.g., bar graphs, pie charts, line graphs, tables). 2. Uses appropriate vocabulary (e.g., increase, decrease, significantly, stable) to describe trends or patterns. 3. Identifies and improves the thesis statement to reflect a clear comparison and/or contrast. 4. Organizes ideas logically using appropriate structures (e.g., point-by-point or block method). | <p>Kriteria:</p> <ol style="list-style-type: none"> 1. Effectively summarize key points in their notes without omitting important information or including unnecessary details. 2. Consistently uses accurate and varied vocabulary to describe data. 3. Clearly explains data in writing or speech; integrates it smoothly and logically. 4. Thesis is clear, insightful, and fully addresses comparison/contrast purpose. 5. Excellent use of cohesive devices to clarify relationships between ideas. <p>Bentuk Penilaian : Aktifitas Partisipatif</p> | discussion and exercise 50x5 | | <p>Materi: review</p> <p>Pustaka: Bohlke, D., & Zemach, D. E. (2018). <i>Skillful Reading & Writing: Student's Book 1 (2nd Edition)</i>. Macmillan</p> <hr/> <p>Materi: review</p> <p>Pustaka: Cottrell, S. (2019). <i>The Study Skills Handbook: Fifth Edition (5th Edition)</i>. Macmillan.</p> | 0% |
| 8 | midterm test | midterm test | <p>Kriteria: midterm test</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes</p> | Midterm test 50x5 | | <p>Materi: all materials</p> <p>Pustaka: Bohlke, D., & Zemach, D. E. (2018). <i>Skillful Reading & Writing: Student's Book 1 (2nd Edition)</i>. Macmillan</p> | 20% |
| 9 | <ol style="list-style-type: none"> 1. students are able to distinguishing facts from opinions; Identify tone; Organize new words- adjectives and adverbs 2. students are able to use commas and colons; Comparative forms of adjectives and adverbs; Make a comparison | <ol style="list-style-type: none"> 1. Effectively distinguish between facts and opinions in a given text, providing examples of each and explaining the difference 2. Identify the tone of the text by analyzing word choice, sentence structure, and context clues, accurately describing the tone with supporting evidence from the text. 3. Correctly use commas in lists, after introductory phrases, and to separate clauses, as well as colons to introduce lists, explanations, or to emphasize information 4. Make clear and accurate comparisons by applying comparative forms of adjectives and adverbs in sentences | <p>Kriteria:</p> <ol style="list-style-type: none"> 1. Effectively distinguish between facts and opinions in a given text, providing examples of each and explaining the difference 2. Correctly use commas in lists, after introductory phrases, and to separate clauses, as well as colons to introduce lists, explanations, or to emphasize information <p>Bentuk Penilaian : Aktifitas Partisipatif</p> | discussion 50x5 | | <p>Materi: adjectives and adverbs</p> <p>Pustaka: Bohlke, D., & Zemach, D. E. (2018). <i>Skillful Reading & Writing: Student's Book 1 (2nd Edition)</i>. Macmillan</p> <hr/> <p>Materi: commas and colons; Comparative forms of adjectives and adverbs; Making a comparison</p> <p>Pustaka: Bohlke, D., & Zemach, D. E. (2018). <i>Skillful Reading & Writing: Student's Book 1 (2nd Edition)</i>. Macmillan</p> | 0% |

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| 10 | <p>1.students are able to apply Reading strategy (global): scanning and organizing notes using a chart</p> <p>2.students are able to Add suffixes to change verbs into nouns</p> <p>3.students are able to use Count and noncount nouns in sentences</p> | <p>1.Effectively scan the text to locate specific information, such as keywords, dates, figures, or main ideas, without reading the entire text in detail.</p> <p>2.Identify relevant information quickly while scanning, ensuring that they capture the most important points for the purpose of their reading.</p> <p>3.Accurately add appropriate suffixes to verbs to form nouns</p> <p>4.Recognize and apply common verb-to-noun transformations, including regular patterns and irregular forms where necessary</p> <p>5.Apply correct verb agreement with count and noncount nouns , ensuring subject-verb agreement in different contexts.</p> | <p>Kriteria:</p> <p>1.Accurately distinguish between count nouns (e.g., "apple," "book") and noncount nouns (e.g., "water," "information"), understanding the difference between nouns that can be counted and those that cannot.</p> <p>2.Use appropriate articles (e.g., "a," "an," "the") and quantifiers (e.g., "many," "few" for count nouns; "much," "little" for noncount nouns) to correctly modify nouns in sentences.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | discussion 50x5 | | <p>Materi: Descriptive (things): Making a text on how colors represent meaning/expression/etc in your culture - grammar count and noncount nouns</p> <p>Pustaka:</p> <hr/> <p>Materi: Reading strategy (scanning and organizing notes using a chart)</p> <p>Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i></p> <hr/> <p>Materi: descriptive (things): Making a text on how colors represent meaning/expression/etc in your culture - grammar count and noncount nouns</p> <p>Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i></p> | 0% |
| 11 | <p>1.students are able to Find similarities and differences; Identify the source</p> <p>2.students are able to use transitions to add and emphasize information; Give opinion; Express ability</p> | <p>1.Organize information logically by creating comparison charts, Venn diagrams, or lists to clearly distinguish similarities and differences</p> <p>2.Express ability using appropriate modal verbs and other expressions of capability to describe what they or others are able to do</p> | <p>Kriteria:</p> <p>1.Use comparative language (e.g., "similarly," "on the other hand," "in contrast") to clearly articulate similarities and differences in sentences or paragraphs.</p> <p>2.Effectively use transitions to add information (e.g., "in addition," "furthermore," "also") and emphasize points (e.g., "more importantly," "in fact," "above all") in sentences and paragraphs, ensuring smooth and logical flow of ideas.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | discussion 50x5 | | <p>Materi: Exemplification: using transitions and emphasizing information (unity and coherence); expressing ability</p> <p>Pustaka:</p> <hr/> <p>Materi: Comparison and contrast (R1) & Descriptive (person) (R2): finding similarities and differences; identifying source; compound words</p> <p>Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i></p> <hr/> <p>Materi: Exemplification: using transitions and emphasizing information (unity and coherence); expressing ability</p> <p>Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i></p> | 0% |

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| 12 | <p>1.students are able to make summarize information and Identify reasons</p> <p>2.students are able to finding the correct definition of a word</p> <p>3.students are able to use transitions to sequence events by using the simple past tense</p> | <p>1.Clearly explain the reasons for an event, action, or opinion as presented in the source material, showing an understanding of cause-and-effect relationships</p> <p>2.Apply the correct definition by using the word accurately in a sentence or explanation, demonstrating a clear understanding of its meaning and usage</p> <p>3.Ensure grammatical accuracy by maintaining the correct use of the simple past tense and transitions, paying attention to subject-verb agreement and verb forms.</p> | <p>Kriteria:</p> <p>1.Accurately summarize key information from a text, lecture, or discussion by condensing it into a brief and clear overview, capturing the main points without unnecessary details.</p> <p>2.Differentiate between denotations (literal meanings) and connotations (implied or emotional associations) when determining the most fitting definition for a particular context.</p> <p>3.Effectively use transitions to sequence events in chronological order, employing phrases such as "first," "next," "then," "after that," and "finally" to clearly indicate the progression of events.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p> | discussion 50x5 | | <p>Materi: Summarizing; Identifying reasons; Finding the correct definition of a word</p> <p>Pustaka:</p> <hr/> <p>Materi: Summarizing; Identifying reasons; Finding the correct definition of a word</p> <p>Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i></p> <hr/> <p>Materi: transitions; The simple past tense</p> <p>Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i></p> | 15% |
| 13 | <p>1.students are able to identify information from charts and graphs</p> <p>2.students are able to describe future</p> | <p>1.Accurately interpret the data presented in charts, graphs, or other visual representations (e.g., bar charts, line graphs, pie charts), recognizing key figures, trends, and patterns.</p> <p>2.Use appropriate future tense forms (e.g., "will," "going to," present continuous) to accurately express future actions or intentions (e.g., "I will travel to Spain next summer" or "She is going to start a new job").</p> | <p>Kriteria:</p> <p>1.Use appropriate vocabulary to describe information from charts and graphs, including terms like</p> <p>2.Incorporate time expressions to indicate future timeframes (e.g., "tomorrow," "next month," "in five years") to provide context for the events being described.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p> | discussion, presentation 50x5 | | <p>Materi: Sequencing; Reading charts and graphs; Collocations</p> <p>Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i></p> <hr/> <p>Materi: Parallel structure; Grammar/Future forms</p> <p>Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i></p> | 0% |
| 14 | <p>1.Students are able to write cause-effect essays</p> <p>2.Students are able to integrate synthesized information for coherence.</p> | <p>1.Clearly identifies a cause-and-effect relationship in the thesis and main ideas.</p> <p>2.Organizes ideas logically using appropriate structure (cause → effect or effect → cause).</p> <p>3.Demonstrates control over grammar, vocabulary, and academic tone.</p> <p>4.Accurately selects and combines information from multiple sources.</p> <p>5.Maintains coherence and unity across paragraphs.</p> | <p>Kriteria:</p> <p>1.Clear, focused thesis with well-defined cause-effect relationship.</p> <p>2.Ideas follow a clear, logical cause-effect order; strong paragraphing.</p> <p>3.Synthesized info is smoothly integrated and enhances essay quality.</p> <p>4.Writing is cohesive; all parts support the central idea.</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | Discussion and exercise 50x5 | | <p>Materi: all materials</p> <p>Pustaka: <i>Bohlke, D., & Zemach, D. E. (2018). Skillful Reading & Writing: Student's Book 1 (2nd Edition). Macmillan</i></p> | 10% |

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| 15 | students are able to present their project properly | 1. Organize the presentation logically, including an introduction, body, and conclusion, to ensure a clear and coherent flow of information. 2. Effectively communicate key points related to their project, using appropriate language and terminology that is accessible to the audience. | Kriteria: 1. Use visual aids (e.g., slides, posters, charts) effectively to enhance understanding and engagement, ensuring that visuals complement and reinforce the spoken content. 2. Engage the audience by maintaining eye contact, using appropriate gestures, and varying vocal tone and pace to keep listeners interested and attentive. 3. Respond to questions from the audience with confidence and clarity, demonstrating a thorough understanding of the project topic and addressing any concerns or curiosities. Bentuk Penilaian : Aktifitas Partisipatif | presentation 50x5 | | Materi: presentation Pustaka: Cottrell, S. (2019). <i>The Study Skills Handbook: Fifth Edition</i> (5th Edition). Macmillan. | 0% |
| 16 | final term test | final term test | Kriteria: final term test Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes | final-term test 50x5 | final-term test | Materi: all materials Pustaka: Bohlke, D., & Zemach, D. E. (2018). <i>Skilful Reading & Writing: Student's Book 1</i> (2nd Edition). Macmillan | 30% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
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| 1. | Aktifitas Partisipatif | 20% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 55% |
| 3. | Tes | 25% |
| | | 100% |

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 studinya 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.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolak ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria dapat berupa kuantitatif ataupun kualitatif.
Bentuk penilaian: tes dan non-tes.
- 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.
- 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.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

Koordinator Program Studi S1
Pendidikan Bahasa Inggris



HIMMAWAN ADI NUGROHO
NIDN 0017117503

UPM Program Studi S1 Pendidikan
Bahasa Inggris



NIDN 0024077704

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