	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
Interpretive Reading		8820302103		T=2	P=0	ECTS=3.18	0	31 Januari 2025
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
		....		....			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	

Model Pembelajaran	Case Study
Capaian Pembelajaran (CP)	**CPL-PRODI yang dibebankan pada MK**
	Capaian Pembelajaran Mata Kuliah (CPMK)
	Matrik CPL - CPMK
	CPMK
	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)
	CPMK / Minggu Ke 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Deskripsi Singkat MK	This subject is designed to develop students competence in interpretive reading (i.e. applying and inferring) of non-/fictional texts at pre-advanced level, emphasizing the use of appropriate reading strategies to understand implicit information, interpret cohesive devices in the text, recognize discourse markers, identify the organization, development, and types of text.
Pustaka	**Utama :**
	1. Mikulecky, Beatrice S. 1996. More Reading Power. USA: Adison-Wesley Publishing Company 2. http://www.citadel.edu/root/images/Academic_Support_Center/cohesive devices.pdf 3. http://webapp.ln.edu.hk/ceal/elss/sites/default/files/exercise/cate/grammar/Discoursemarkers/index.htm
	Pendukung :
Dosen Pengampu	Fauris Zuhri, S.Pd., M.Hum. Dr. Yuri Lolita, S.Pd., M.Pd. Nur Fauzia, S.S., 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	To understand the content of an interpretive reading through examples	-To indicate an idea which can be used as interpretive reading content -To indicate ideas which can be used as reading text -To explain cohesive devices in a text -		explain, discussion, and question and answer 2 X 50			0%
2	To understand discourse markers and the organization of texts To implement the discourse markers, identify the organizationTo analyze the discourse markers, identify the organization for effective reading	- To identify discourse markers and the organization and text -		explain, discussion, and question and answer, practice 2 X 50			0%
3	To understand discourse markers and the organization of texts To implement the discourse markers, identify the organizationTo analyze the discourse markers, identify the organization for effective reading	- To identify discourse markers and the organization and text -		explain, discussion, and question and answer, practice 2 X 50			0%
4	To understand discourse markers and the organization of texts To implement the discourse markers, identify the organizationTo analyze the discourse markers, identify the organization for effective reading	- To identify discourse markers and the organization and text -		explain, discussion, and question and answer, practice 2 X 50			0%
5	To understand the development and types of textTo implement the development and types of text - To analyze the development and types of text	- To identify the development and types of texts - To differentiate the types of development of texts - To classify the types of texts - To apply the development of paragraph in text - To apply development of paragraphs in (non) 13 fictional texts To analyze the development of paragraph in text - To analyze development of paragraphs in (non) 13 fictional texts		explain, discussion, and question and answer, practice 2 X 50			0%

6	To understand the development and types of textTo implement the development and types of text - To analyze the development and types of text	- To identify the development and types of texts - To differentiate the types of development of texts - To classify the types of texts - To apply the development of paragraph in text - To apply development of paragraphs in (non) 13 fictional texts To analyze the development of paragraph in text - To analyze development of paragraphs in (non) 13 fictional texts		explain, discussion, and question and answer, practice 2 X 50			0%
7	To understand Skimming, Scanning, and Making inferencesTo implement the Skimming, Scanning, and Making inferencesTo analyze the Skimming, Scanning, and Making inferences	- To identify Skimming, Scanning, and Making inferences - To differentiate Skimming, Scanning, and Making inferences - To explain Skimming, Scanning, and Making inferences- To analyze the Skimming, Scanning, and Making Infereces		explain, discussion, and question and answer, practice 2 X 50			0%
8	To understand Skimming, Scanning, and Making inferencesTo implement the Skimming, Scanning, and Making inferencesTo analyze the Skimming, Scanning, and Making inferences	- To identify Skimming, Scanning, and Making inferences - To differentiate Skimming, Scanning, and Making inferences - To explain Skimming, Scanning, and Making inferences- To analyze the Skimming, Scanning, and Making Infereces		explain, discussion, and question and answer, practice 2 X 50			0%

No							
9	To understand Skimming, Scanning, and Making inferencesTo implement the Skimming, Scanning, and Making inferencesTo analyze the Skimming, Scanning, and Making inferences	- To identify Skimming, Scanning, and Making inferences - To differentiate Skimming, Scanning, and Making inferences - To explain Skimming, Scanning, and Making inferences- To analyze the Skimming, Scanning, and Making Infereces		explain, discussion, and question and answer, practice 2 X 50			0%
10	To implement the content belonged to the process of reading in interpretive readingTo implement the organization and development of texts in interpretive reading -	- to explain cohesive devices in text - to explain discourse markers in text - to explain the organization of text in interpretive reading - to explain the development of text in interpretive reading		Reading practice 2 X 50			0%
11	To implement the content belonged to the process of reading in interpretive readingTo implement the organization and development of texts in interpretive reading -	- to explain cohesive devices in text - to explain discourse markers in text - to explain the organization of text in interpretive reading - to explain the development of text in interpretive reading		Reading practice 2 X 50			0%
12							0%
13							0%
14							0%
15	To implement the concept belonged to the process of inferences	- to identify the inferences - to differentiate between reference and inference - to explain the inference		explain, discussion, and question and answer 2 X 50			0%
16							0%

Rekap Persentase Evaluasi : Case Study

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 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, ketrampulan 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.