



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																																										
Speaking For Debates	8820302202		T=2 P=0 ECTS=3.18	5	30 September 2024																																										
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																																													
Deskripsi Singkat MK	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																														
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td rowspan="2">CPMK</td> <td colspan="16">Minggu Ke</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>														CPMK	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																															
Deskripsi Singkat MK	This course is designed to introduce the students the principles, practices, and concepts of speaking for debate. This course is mainly performance-based class activities with the major amount of class time is spent on public presentations, group interactions, and formal argument, persuasion, and debate practices. This course covers 1) lectures of introducing students of proficiency in public speaking and eloquence; 2) discussion about debating, debating theories and formats e.g. Australasian, Asian, and British Parliamentary debate formats, constructive argumentation and the development of argumentative competence; and 3) debating performance and how to judge/adjudicate debate.																																														
Pustaka	Utama :																																														
	<ol style="list-style-type: none"> 1. Freely, A.J. & Steinberg, D.L. 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making , 12th edition. Wadsworth Cengage Learning 2. Meany, J. & Shuster, K. 2002. Art, Argument and Advocacy: Mastering Parliamentary Debate . New York: International Debate Education Association. 3. International Debate Education Association. 2007. The Debatatabase Book : a Must-have Guide for Successful Debate , 3rd edition. New York: IDEA Press Book. 																																														
	Pendukung :																																														
Dosen Pengampu	Nur Chakim, S.Pd., M.Pd. Asrori, S.S., M.Pd. Sueb, 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	To show understanding about the information about debating activities and critical thinking.	To illustrate types of debating parliamentary debate formats applied in Indonesia. To classify the roles of each speaker in parliamentary debate.To relate debating activities with the concept of critical thinking.	Kriteria: -	Lecture Discussion 2 X 50			0%																																								

2	To synthesize ideas and issues of given controversial topics or motions in debating.	<ol style="list-style-type: none"> 1.To brainstorm the idea related to controversial topics/motions. 2.To discuss the burden of proofs of the given controversial topics/motions. 3.To construct basic cases of the given motions. 		Small-group discussionCollaborative LearningProblem-based learningPerformance 2 X 50			0%
3	To analyze the elements of argument including the basic premises and fallacies in arguments.	To point out the elements of argument, including premises and fallacies. To analyze the strength of argument based on the elements of argument.		Small-group discussionCollaborative LearningPerformance 2 X 50			0%
4	To construct cases of the controversial topics/motions.	<ol style="list-style-type: none"> 1.To construct cases from the controversial topics/motions 2.To justify the cases of the motions they have constructed 		Problem-based learningSmall-group discussionCollaborative LearningPerformance 2 X 50			0%
5	To synthesize reasoning based on the cases of the controversial topics/motions.	<ol style="list-style-type: none"> 1.To analyze the structure and types of reasoning in argument 2.To formulate logical reasoning based on the given motions. 3.To defend the logic of the reasons they have formulated 		Problem-based learningSmall-group discussionCollaborative LearningPerformance 2 X 50			0%
6	To present relevant evidence in defending the case based on the controversial topics/motions	<ol style="list-style-type: none"> 1.To classify relevant evidences used in constructing strong argument. 2.To test the relevance of the evidence in argument. 3.To validate the use of evidence in supporting the argument. 		Problem-based learningSmall-group discussionCollaborative LearningPerformance 2 X 50			0%
7	To construct refutation of the opposing arguments in debating activities.	<ol style="list-style-type: none"> 1.To analyze the opposing arguments. 2.To construct refutation to disapprove the opposing arguments. 3.To justify the refutation to the opposing arguments effectively. 		Problem-based learningSmall-group discussionCollaborative LearningPerformance (simulation) 2 X 50			0%

8	To present justifications during debate adjudication.	1.To summarize the run of the debate based on the elements of adjudication. 2.To determine the quality of the debate based on the elements of adjudication. 3.To provide constructive feedback to the debate.		Collaborative LearningPerformance (simulation) 2 X 50			0%
9	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formats.Asian Parliamentary DebatesBritish Parliamentary Debates		Project-based learning 2 X 50			0%
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13	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formats.Asian Parliamentary DebatesBritish Parliamentary Debates		Project-based learning 2 X 50			0%
14	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formats.Asian Parliamentary DebatesBritish Parliamentary Debates		Project-based learning 2 X 50			0%
15	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formats.Asian Parliamentary DebatesBritish Parliamentary Debates		Project-based learning 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 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.