

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	Students can explain the basic concepts of literacy, including its definition, components, and importance in primary education.	Students can clearly define literacy and explain its components and importance in primary education through written assignments.	Kriteria: Aktifitas Partisipatif Bentuk Penilaian : Aktifitas Partisipatif	Small Group Discussion 3 x 50 menit		Materi: . Pustaka: <i>Graves, M. F., Juel, C., & Graves, B. B. (2011). Teaching reading in the 21st century: Motivating all learners (5th ed.). Pearson.</i>	5%
2	Students can identify relevant theories of teaching reading, writing, and dictation that are applicable to primary school education.	Students accurately identify and summarize relevant theories of teaching reading, writing, and dictation for primary school students in a classroom presentation.	Kriteria: Penilaian Hasil Project / Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Small Group Discussion, Lecturing, Presentation 3 x 50 menit		Materi: . Pustaka: <i>Hochman, J. C., & Wexler, N. (2017). The writing revolution: A guide to advancing thinking through writing in all subjects and grades. Jossey-Bass.</i>	5%

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	This course is designed to equip students with the knowledge and skills needed to teach reading, writing, and dictation in primary schools. Students will learn effective teaching techniques and strategies to develop foundational literacy skills in elementary-aged children, including reading comprehension, vocabulary, grammar, writing skills, and dictation. The course will also cover various approaches to literacy instruction, assessment of students' literacy abilities, and the use of technology and instructional media that support classroom learning.
Pustaka	Utama : <ol style="list-style-type: none"> Graves, M. F., Juel, C., & Graves, B. B. (2011). Teaching reading in the 21st century: Motivating all learners (5th ed.). Pearson. Hochman, J. C., & Wexler, N. (2017). The writing revolution: A guide to advancing thinking through writing in all subjects and grades. Jossey-Bass. Skehan, P. (2014). Dictation: New methods, new possibilities. TESOL Press. Pendukung : <ol style="list-style-type: none"> Morrow, L. M. (2015). Literacy development in the early years: Helping children read and write (8th ed.). Pearson. CORE Literacy Library. (2008). Assessing reading multiple measures: For all educators working to improve reading achievement (2nd ed.). Arena Press.
Dosen Pengampu	Ricky Setiawan, S.Pd.SD., M.Ed.

3	Students can analyze various literacy teaching approaches in primary schools, such as phonics, whole language, and balanced literacy.	Students analyze different literacy teaching approaches (e.g., phonics, whole language, balanced literacy) and compare them in a comparative essay.	Kriteria: Penilaian Hasil Project / Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Small Group Discussion, Lecturing, Presentation 3 x 50 menit		Materi: . Pustaka: <i>Skehan, P. (2014). Dictation: New methods, new possibilities. TESOL Press.</i>	5%
4	Students can compare and evaluate the advantages and disadvantages of different teaching strategies for literacy based on existing theories and research.	Students evaluate the strengths and weaknesses of various literacy teaching strategies based on theoretical and empirical evidence in a research paper.	Kriteria: Penilaian Hasil Project / Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Small Group Discussion, Lecturing, Presentation 3 x 50 menit		Materi: . Pustaka: <i>Morrow, L. M. (2015). Literacy development in the early years: Helping children read and write (8th ed.). Pearson.</i>	5%
5	Students can design lesson plans that include objectives, materials, methods, and media for teaching reading in primary schools.	Students create a lesson plan that includes specific objectives, materials, methods, and media for teaching reading in primary school, demonstrating clear alignment with literacy goals.	Kriteria: Penilaian Hasil Project / Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Small Group Discussion, Lecturing, Presentation 3 x 50 menit		Materi: . Pustaka: <i>CORE Literacy Library. (2008). Assessing reading multiple measures: For all educators working to improve reading achievement (2nd ed.). Arena Press.</i>	5%
6	Students can develop creative and innovative teaching materials and activities to teach basic writing skills to primary school students.	Students develop creative and innovative teaching materials and activities for teaching basic writing skills to primary school students and present them in a practical workshop.	Kriteria: Penilaian Hasil Project / Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Small Group Discussion, Lecturing, Presentation 3 x 50 menit		Materi: . Pustaka: <i>Graves, M. F., Juel, C., & Graves, B. B. (2011). Teaching reading in the 21st century: Motivating all learners (5th ed.). Pearson.</i>	5%
7	Students can choose and apply appropriate dictation techniques to improve listening and writing skills in primary school students.	Students select and apply appropriate dictation techniques to enhance listening and writing skills in primary school students, as demonstrated in a teaching demonstration.	Kriteria: Penilaian Hasil Project / Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Small Group Discussion, Lecturing, Presentation 3 x 50 menit		Materi: . Pustaka: <i>Hochman, J. C., & Wexler, N. (2017). The writing revolution: A guide to advancing thinking through writing in all subjects and grades. Jossey-Bass.</i>	5%

8	Mld Term Exam	Mld Term Exam	Kriteria: Mld Term Exam Bentuk Penilaian : Tes	UTS 3 x 50 menit		Materi: . Pustaka: <i>Hochman, J. C., & Wexler, N. (2017). The writing revolution: A guide to advancing thinking through writing in all subjects and grades. Jossey-Bass.</i>	10%
9	Students can design assessment tools to measure reading comprehension and writing abilities of primary school students.	Students design valid and reliable assessment tools to measure reading comprehension and writing abilities of primary school students, which are evaluated through peer review.	Kriteria: Penilaian Hasil Project / Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Small Group Discussion, Lecturing, Project Presentation 3 x 50 menit		Materi: . Pustaka: <i>Skehan, P. (2014). Dictation: New methods, new possibilities. TESOL Press.</i>	5%
10	Students can implement formative and summative assessments to evaluate the literacy skills of primary school students.	Students implement formative and summative assessments to evaluate literacy skills in primary school students, as evidenced in a portfolio of assessment activities.	Kriteria: Penilaian Hasil Project / Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Small Group Discussion, Lecturing, Project Presentation 3 x 50 menit		Materi: . Pustaka: <i>Skehan, P. (2014). Dictation: New methods, new possibilities. TESOL Press.</i>	5%
11	Students can analyze literacy assessment data to identify the need for additional learning or interventions for students.	Students analyze assessment data to identify learning needs and propose appropriate additional learning or intervention plans in a data analysis report.	Kriteria: Penilaian Hasil Project / Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Small Group Discussion, Lecturing, Project Presentation 3 x 50 menit		Materi: . Pustaka: <i>Morrow, L. M. (2015). Literacy development in the early years: Helping children read and write (8th ed.). Pearson.</i>	5%
12	Students can adjust teaching strategies based on assessment results to support the literacy development of each student individually.	Students adjust teaching strategies based on assessment results to support the literacy development of individual students, as demonstrated in a reflective teaching journal.	Kriteria: Penilaian Hasil Project / Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Small Group Discussion, Lecturing, Project Presentation 3 x 50 menit		Materi: . Pustaka: <i>CORE Literacy Library. (2008). Assessing reading multiple measures: For all educators working to improve reading achievement (2nd ed.). Arena Press.</i>	5%

13	Students can identify and evaluate various technological applications and tools that can be used for teaching literacy in primary schools.	Students identify and critically evaluate various technological applications and tools for teaching literacy in primary schools in a technology evaluation report.	Kriteria: Penilaian Hasil Project / Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Small Group Discussion, Lecturing, Project Presentation 3 x 50 menit		Materi: . Pustaka: <i>Hochman, J. C., & Wexler, N. (2017). The writing revolution: A guide to advancing thinking through writing in all subjects and grades. Jossey-Bass.</i>	5%
14	Students can design and implement technology-based literacy learning activities that are engaging and aligned with current technological developments.	Students design and implement technology-based literacy learning activities that engage students and are aligned with current technological developments, as demonstrated in a lesson presentation.	Kriteria: Penilaian Hasil Project / Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Small Group Discussion, Lecturing, Project Presentation 3 x 50 menit		Materi: . Pustaka: <i>Hochman, J. C., & Wexler, N. (2017). The writing revolution: A guide to advancing thinking through writing in all subjects and grades. Jossey-Bass.</i> Materi: . Pustaka: <i>Skehan, P. (2014). Dictation: New methods, new possibilities. TESOL Press.</i>	5%
15	Students can critically reflect on the literacy teaching practices they have applied and create improvement plans to enhance the quality of teaching in the future.	Students conduct a critical reflection on their literacy teaching practices and create an improvement plan to enhance teaching quality in a reflective essay.	Kriteria: Penilaian Hasil Project / Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Small Group Discussion, Lecturing, Project Presentation 3 x 50 menit		Materi: . Pustaka: <i>Hochman, J. C., & Wexler, N. (2017). The writing revolution: A guide to advancing thinking through writing in all subjects and grades. Jossey-Bass.</i> Materi: . Pustaka: <i>Skehan, P. (2014). Dictation: New methods, new possibilities. TESOL Press.</i>	5%

16	Final Exam	Final Exam	Kriteria: Penilaian Hasil Project / Penilaian Produk Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Final Exam 3 x 50 menit		Materi: . Pustaka: Morrow, L. M. (2015). <i>Literacy development in the early years: Helping children read and write (8th ed.)</i> . Pearson. Materi: . Pustaka: CORE Literacy Library. (2008). <i>Assessing reading multiple measures: For all educators working to improve reading achievement (2nd ed.)</i> . Arena Press. Materi: . Pustaka: Hochman, J. C., & Wexler, N. (2017). <i>The writing revolution: A guide to advancing thinking through writing in all subjects and grades</i> . Jossey-Bass.	20%
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Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	5%
2.	Penilaian Hasil Project / Penilaian Produk	85%
3.	Tes	10%
		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 tolok 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.

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 27 Agustus 2024

Koordinator Program Studi S1
Pendidikan Guru Sekolah
Dasar



Putri Rachmadyanti, S.Pd.,
M.Pd.
NIDN 0002068902

UPM Program Studi S1
Pendidikan Guru Sekolah
Dasar



Ivo Yuliana, M.Pd.
NIDN 2111099402

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