



**Universitas Negeri Surabaya**  
**Fakultas Bahasa dan Seni**  
**Program Studi S1 Sastra Inggris (Kampus Kabupaten Magetan)**

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
argumeentative writing	7922102025		T=0	P=0	ECTS=0	3	30 Januari 2025
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
	.....		.....			Lisetyo Ariyanti, S.S., M.Pd.	

**Model Pembelajaran** Project Based Learning

**Capaian Pembelajaran (CP)** CPL-PRODI yang dibebankan pada MK

Capaian Pembelajaran Mata Kuliah (CPMK)

<b>CPMK - 1</b>	Being able to understand the principles of argumentative writing
<b>CPMK - 2</b>	Being able to provide factual support as evidence in the argumentative writing
<b>CPMK - 3</b>	Being able to understand the concept on using other types of evidence
<b>CPMK - 4</b>	Being able to implement the concept on organizing and writing an argument

Matrik CPL - CPMK

CPMK
CPMK-1
CPMK-2
CPMK-3
CPMK-4

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
CPMK-1																
CPMK-2																
CPMK-3																
CPMK-4																

**Deskripsi Singkat MK** This course provides practical knowledge of productive skill; writing argumentative which concern the detail in the unity, coherence, content rich, arguments, data, and facts. It covers the paraphrasing, synthesizing, writing argument, citing method. In this course, students also learn how to (1) selecting topics, (2) using facts, (3) using other types of evidence, (4) organizing and writing an argument, (6) revising arguement , and (7) constructing the content on the basis of useful realibility of sources and critical thinking.

**Pustaka**

**Utama :**

1. Brown, Ann Cole, Jeffrey Nilson, Fran Weber Shaw, Richard A. Weldon . 1984. Houghton Mifflin English. Grammar and Composition. Sixth Course . Boston, USA: Houghton Mifflin Company.
2. Coe, Norman et al . 1986. Writing Skills . London: Cambridge University Press.
3. Kiszner, Laurie G. dan Stephen R. Mandell . 1983. Patterns for College Writing: A Rhetorical Reader and Guide . New York: St. Martin's.
4. Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.

**Pendukung :**

1. Journals

**Dosen Pengampu**

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. Being able to understand the concept of argumentative writing as persuasive writing 2. Being able to implement the concept of argumentative writing as persuasive writing	The students are able to indicate persuasive writing preview 2. select a topic 3. recognize opinions 4. select an opinion & a writing topic 5. suit your topic to audience	<b>Kriteria:</b> Arrange random paragraphs correctly related to the concept of argumentative writing as persuasive writing  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes	Lecturing Discussion Question and answer session Writing Practice 2 X 50		<b>Materi:</b> Understanding the concept of argumentative writing <b>Pustaka:</b> Coe, Norman et al . 1986. <i>Writing Skills</i> . London: Cambridge University Press.	2%
2	Being able to understand, implement, and analyze the opinions that is suitable for topic	The students are able to show the opinions 2. construct opinions and 3. state topic based on the analyzed opinions	<b>Kriteria:</b> Being able to answer the questions given in the classroom  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja	Learning Discussion Question and answer session Writing practice 2 X 50		<b>Materi:</b> Understanding the concept of argumentative writing <b>Pustaka:</b> Coe, Norman et al . 1986. <i>Writing Skills</i> . London: Cambridge University Press.	3%
3	1. Being able to understand on how using facts including recognizing facts, and using facts as evidence 2. Being able to implement on how using facts including recognizing facts, and using facts as evidence	The students are able to use facts especially to recognizing facts and using facts as evidence	<b>Kriteria:</b> 1. Depth of reflection 2. Grammar and mechanics  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes	Lecturing Discussion Writing Practice Individual assignment on page 367 2 X 50		<b>Materi:</b> Understanding on how using facts <b>Pustaka:</b> Oshima, Alice and Hogue, Ann . 1999. <i>Writing Academic English</i> . New York: Longman.	3%
4	Being able to analyze the construction on how using facts	The students are able to construct on how to use facts especially to recognizing facts and using facts as evidence.	<b>Kriteria:</b> Being able to analyze on how using facts in argumentative text  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja	Lecturing Discussion Demonstration Writing Practice 2 X 50		<b>Materi:</b> Construction on how using facts <b>Pustaka:</b> Kiszner, Laurie G. dan Stephen R. Mandell . 1983. <i>Patterns for College Writing: A Rhetorical Reader and Guide</i> . New York: St. Martin's.	3%

5	<p>1. Being able to understand the concept on using other types of evidence, including opinions based on reasoning, opinions of experts, and opinions based on common experience</p> <p>2. Being able to implement the concept on using other types of evidence, including opinions based on reasoning, opinions of experts, and opinions based on common experience</p>	<p>1. The students are able to indicate the structure of persuasive writing in giving evidence especially in building opinions</p> <p>2. The students are able to give examples for the use of language of persuasive writing in giving evidence especially in building opinions</p> <p>3. The students are able to implement the structure of persuasive writing in giving evidence especially in building opinions</p> <p>4. The students are able to implement the language use of persuasive writing in giving evidence especially in building opinions</p>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Depth of Reflection</li> <li>2. Connection to common experience</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes</p>	<p>Lecturing Discussion Writing Practice 2 X 50</p>		<p><b>Materi:</b> Types of evidence <b>Pustaka:</b> <i>Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.</i></p>	3%
6	<p>Being able to analyze the construction on using other types of evidence, including opinions based on reasoning, opinions of experts, and opinions based on common experience</p>	<p>The students are able to analyze the use of persuasive writing in giving evidence especially in building opinions</p>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Depth of Reflection</li> <li>2. Connection to common experience</li> <li>3. The structure of persuasive writing</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	<p>Lecturing Discussion Writing Practice Individual assignment 2 X 50</p>		<p><b>Materi:</b> Construction on using types of evidence <b>Pustaka:</b> <i>Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.</i></p>	3%

7	<p>1. Being able to understand the concept on organizing and writing an argument especially in writing a position statement and writing clarifying remarks</p> <p>2. Being able to implement the concept on organizing and writing an argument especially in writing a position statement and writing clarifying remarks</p> <p>3. Being able to analyze the construction of writing writing a position statement and writing clarifying remarks</p>	<p>1. The students are able to indicate the concept on organizing and writing an argument especially in writing a position statement and writing clarifying remarks</p> <p>2. The students are able to give examples on writing a position statement and writing clarifying remarks</p> <p>3. The students are able to implement the structure of writing a position statement and writing clarifying remarks</p> <p>4. The students are able to analyze the implementation writing a position statement and writing clarifying remarks</p>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Depth of Reflection</li> <li>2. Accuracy of writing</li> <li>3. The concept on organizing argumentative writing</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>Lecturing Discussion Demonstration Writing practice 2 X 50</p>		<p><b>Materi:</b> Organizing and writing a position statement and writing clarifying remarks</p> <p><b>Pustaka:</b> Kiszner, Laurie G. dan Stephen R. Mandell . 1983. <i>Patterns for College Writing: A Rhetorical Reader and Guide</i> . New York: St. Martin's.</p>	5%
8	<p>Being able to implement the construction on building evidence through opinions based on reasoning, opinions of experts, and opinions based on common experience</p>	<p>The students are able to construct evidence for a topic through opinions based on reasoning, opinions of experts, and opinions based on common experience</p>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. The evidence from reasoning</li> <li>2. opinions of experts</li> <li>3. opinions based on common experience</li> </ol> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes</p>	<p>Writing Practice Individual assignment 2 X 50</p>		<p><b>Materi:</b> How to build evidence through opinions</p> <p><b>Pustaka:</b> Brown, Ann Cole, Jeffrey Nilson, Fran Weber Shaw, Richard A. Weldon . 1984. <i>Houghton Mifflin English. Grammar and Composition. Sixth Course</i> . Boston, USA: Houghton Mifflin Company.</p>	20%
9	<p>1. Being able to propose a particular topic that is feasible to write the arguments based on the several evidences</p> <p>2. Being able to develop a detailed outline of the argumentative project, including the introduction, body, and conclusion</p>	<p>1. The students are able to create a well-structured and persuasive argumentative essay on a chosen topic</p> <p>2. The students are able to demonstrate proficiency in all aspects of argumentative writing covered in the course</p> <p>3. The students are able to write the detailed outline for the argumentative project</p>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1. Content with title and theme</li> <li>2. Accuracy of writing procedure</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	<p>Individual project Teacher's feedback 2 X 50</p>		<p><b>Materi:</b> How to understanding the procedure in writing argumentative text</p> <p><b>Pustaka:</b> Oshima, Alice and Hogue, Ann . 1999. <i>Writing Academic English</i>. New York: Longman.</p>	10%

10	<p>1. Being able to develop a detailed outline of the argumentative project, including the introduction, body, and conclusion</p> <p>2. Being able to participate in peer review and critique sessions to improve the writing skills</p>	<p>1. The students are able to create a well-structured and persuasive argumentative essay on a chosen topic</p> <p>2. The students are able to provide constructive feedback on classmates' arguments</p>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>Content with title and theme</li> <li>Accuracy of writing procedure</li> </ol> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	<p>Individual project Teacher's feedback Peer feedback 2 X 50</p>		<p><b>Materi:</b> How to understanding the procedure in writing argumentative text</p> <p><b>Pustaka:</b> <i>Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.</i></p>	3%
11	<p>1. Being able to write the first draft of the argumentative project, following the established outline</p> <p>2. Being able to focus on clarity, coherence, and persuasiveness in the writing</p>	<p>1. The students are able to use a clear and compelling introduction that engages the audience and presents the thesis statement</p> <p>2. The students are able to revise the project based on the teacher's feedback</p>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>Depth or clarity of content</li> <li>The coherence of the content</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	<p>Individual project Teacher's feedback 2 X 50</p>		<p><b>Materi:</b> How to write the first draft of argumentative writing skills</p> <p><b>Pustaka:</b> <i>Coe, Norman et al . 1986. Writing Skills . London: Cambridge University Press.</i></p>	3%
12	<p>1. Being able to develop a clear and debatable thesis statement that serves as the foundation for the argument</p> <p>2. Being able to focus on clarity, coherence, and persuasiveness in the writing</p>	<p>The students are able to write the thesis statement that serves as the foundation for the argument</p>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>Depth or clarity of content</li> <li>The coherence of the content</li> </ol> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	<p>Individual project Teacher's feedback 2 X 50</p>		<p><b>Materi:</b> How to write the thesis statement</p> <p><b>Pustaka:</b> <i>Oshima, Alice and Hogue, Ann . 1999. Writing Academic English. New York: Longman.</i></p>	3%
13	<p>Being able to organize the body of the argument logically, with each section dedicated to a specific aspect of the argument</p>	<p>The students are able to write the body of the argument text based on the aspect of argument</p>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>Depth or clarity of content</li> <li>The coherence of the content</li> </ol> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	<p>Individual project 2 X 50</p>		<p><b>Materi:</b> Aspect of argumentative writing</p> <p><b>Pustaka:</b> <i>Coe, Norman et al . 1986. Writing Skills . London: Cambridge University Press.</i></p> <hr/> <p><b>Materi:</b> Aspects of argumentative writing</p> <p><b>Pustaka:</b> <i>Coe, Norman et al . 1986. Writing Skills . London: Cambridge University Press.</i></p>	3%
14	<p>1. Being able to develop well-reasoned counterarguments and rebuttals within the project</p> <p>2. Being able to ensure the project addresses opposing viewpoints effectively</p>	<p>The students are able to use the potential counterarguments related to the chosen topic</p>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>Content with title and theme</li> <li>Accuracy of writing procedure</li> <li>Depth or clarity of content</li> <li>The coherence of the content</li> </ol> <p><b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk</p>	<p>Individual project Teacher's feedback Monitoring students' participation and article development 2 X 50</p>		<p><b>Materi:</b> How to develop counterarguments and rebuttals</p> <p><b>Pustaka:</b> <i>Brown, Ann Cole, Jeffrey Nilson, Fran Weber Shaw, Richard A. Weldon . 1984. Houghton Mifflin English. Grammar and Composition. Sixth Course . Boston, USA: Houghton Mifflin Company.</i></p>	3%

15	1. Being able to cite sources properly and maintain academic integrity 2. Being able to use peer feedback to revise and refine the project structure and argument	The students are able to evaluate sources for credibility, relevance, and reliability	<b>Kriteria:</b> Relevant content with the sources in the argumentative text  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk	Individual project Teacher's feedback Monitoring students' participation and article development 2 X 50		<b>Materi:</b> How to cite the sources correctly <b>Pustaka:</b> Coe, Norman et al . 1986. <i>Writing Skills</i> . London: Cambridge University Press.	3%
16	Being able to compose an original argumentative text on a preferred topic using appropriate grammar and mechanics	The students are able to write an original argumentative article using appropriate structure, grammar, and mechanic	<b>Kriteria:</b> 1. Content with title and theme 2. Accuracy of writing procedure 3. Depth/clarity of content 4. Appropriate mechanics  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk	Individual project Teacher's feedback Monitoring students' participation and article development 2 X 50		<b>Materi:</b> Relevant journals <b>Pustaka:</b> <i>Journals</i>	30%

#### Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	10.33%
2.	Penilaian Hasil Project / Penilaian Produk	61%
3.	Penilaian Portofolio	15.5%
4.	Praktik / Unjuk Kerja	3.5%
5.	Tes	9.67%
		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 15 Oktober 2024

Koordinator Program Studi S1  
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