

	Universitas Negeri Surabaya Fakultas PSDKU Program Studi S1 Sastra Inggris (Kampus Kabupaten Magetan)						Kode Dokumen
RENCANA PEMBELAJARAN SEMESTER							
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Critical Literacy	7922104061	Mata Kuliah Wajib Program Studi	T=4	P=0	ECTS=6.36	2	12 Desember 2025
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
						LISETYO ARIYANTI	
Model Pembelajaran	Project Based Learning						
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK						
	CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan					
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan					
	CPL-10	Mampu menghasilkan karya akademik atau non-akademik dengan baik dalam bentuk lisan maupun tulisan untuk beragam audiens dan tujuan					
	CPL-11	Mampu mendemonstrasikan kemampuan berbahasa Inggris, yang ditunjukkan dengan pencapaian skor tes kemampuan Bahasa Inggris yang setara dengan minimal CEFR level B2					
	Capaian Pembelajaran Mata Kuliah (CPMK)						
	CPMK - 1	Being able to work in a group for discussing how SDGs issues are represented and potentially challenged within literary and cultural texts					
	CPMK - 2	Being able to apply critical and creative thinking in projects that integrate critical literacy with current technological tools and platforms (blog, podcast, YouTube)					
	CPMK - 3	Being able to write non-academic pieces, such as reviews about SDGs issues, for different audiences and contexts, demonstrating the ability to make complex ideas easy to understand.					
	CPMK - 4	Being able to compose analytical essay writings, which include introductory, body, and concluding paragraphs as well as .					
Matrik CPL - CPMK							
Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)							
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Pustaka	Utama :		1. Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay. London: Macmillan 2. Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge 3. Kirsznner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St 4. Newsome, Bruce. 2016. An Introduction to research analysis and writing. California:Sage publication 5. Chin, P et al. 2015. Academic Writing Skills 2 Student's Book. Cambridge: Cambridge University Press.				
	Pendukung :		1. News Articles 2. Journals 3. Social Media Posts				
	Dosen Pengampu		Dr. Much. Koiri, M.Si. Silvy Cinthia Adelia, S.S., M.A. Suyanti Fatma Umayfa, S.S., M.A.				
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	1. Being able to identify main ideas and kinds of support in a text. 2. Being able to develop the skills to determine if online information is believable and accurate 3. Being able to analyse the use of rhetoric, language, and visual elements to persuade audiences in different contexts	Being able to identify main ideas and kind of support in text Cause-effect	Kriteria: Written Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Reading : Learn to identify main ideas from text with topic business. (Inside Reading 2, Unit 2). [2 (2x50')] Writing : Learn to demonstrates and practises two methods of describing the link, with the focus either on the cause or on the effect. Develop a strong cause-effect thesis statement and organize ideas into a logical sequence.. (Academic Writing : A handbook for International Students) [2 (2x50')] 2 x 50	Individual assignment Discussion 2 x 50	Materi: Learn to identify main ideas and kind of support in text Cause-effect Pustaka: 1. Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay. London: Macmillan Materi: Learn to identify main ideas and kind of support in text Cause-effect Pustaka: 3. Kirsznner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St	2%

2	1. Being able to identify main ideas and kinds of support in a text. 2. Being able to develop the skills to determine if online information is believable and accurate 3. Being able to analyse the use of rhetoric, language, and visual elements to persuade audiences in different contexts	Being able to identify main ideas and kind of support in text Cause-effect	Kriteria: Written Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Reading : Learn to identify main ideas from text with topic business. (Inside Reading 2, Unit 2). [2 (2x50')] Writing : Learn to demonstrates and practises two methods of describing the link, with the focus either on the cause or on the effect. Develop a strong cause-effect thesis statement and organize ideas into a logical sequence.. (Academic Writing : A handbook for International Students) [2 (2x50')] 2 x 50	Individual assignment Discussion 2 x 50	Materi: Learn to identify main ideas and kind of support in text Cause-effect Pustaka: 1. Zemach, D E & Ghulldu, L A. 2011. <i>Writing essays: from paragraph to essay</i>. London: Macmillan Materi: Learn to identify main ideas and kind of support in text Cause-effect Pustaka: 3. Kirsznar, L G & Mandell, S R. 2018. <i>Patterns for college writing (14th edition)</i>. Boston: Bedford/St	2%
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3	1. Being able to analyse the use of rhetoric, language, and visual elements to persuade audiences in different contexts 2. Being able to examine how texts are shaped by their intended audience, purpose, and the social/cultural contexts in which they are created	Practice reading and understanding charts and graphs, Compare – Contrast	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Reading : Practice reading and understanding charts and graphs. Discuss about Weather Warnings (SDG 13) (Inside Reading 2, Unit 5). [2 (2x50')] Writing : Develop clear comparisons between two subjects. Use point-by-point or block organization effectively. (Academic Writing : A handbook for International Students) [2 (2x50')] 2 x 50	Individual and Group analysis. Assignment Discussion [2 (2x50')] 2 x 50	Materi: Practice reading and understanding charts and graphs, Compare – Contrast Pustaka: 1. <i>Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay. London: Macmillan</i> Materi: Practice reading and understanding charts and graphs, Compare – Contrast Pustaka: 2. <i>Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge</i> Materi: Practice reading and understanding charts and graphs, Compare – Contrast Pustaka: 3. <i>Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St</i>	3%
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4	1. Being able to analyse the use of rhetoric, language, and visual elements to persuade audiences in different contexts 2. Being able to examine how texts are shaped by their intended audience, purpose, and the social/cultural contexts in which they are created	Practice reading and understanding charts and graphs, Compare – Contrast	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Reading : Practice reading and understanding charts and graphs. Discuss about Weather Warnings (SDG 13) (Inside Reading 2, Unit 5). [2 (2x50')] Writing : Develop clear comparisons between two subjects. Use point-by-point or block organization effectively. (Academic Writing : A handbook for International Students) [2 (2x50')] 2 x 50	Individual and Group analysis. Assignment Discussion [2 (2x50')] 2 x 50	Materi: Practice reading and understanding charts and graphs, Compare – Contrast Pustaka: 1. <i>Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay. London: Macmillan</i> Materi: Practice reading and understanding charts and graphs, Compare – Contrast Pustaka: 2. <i>Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge</i> Materi: Practice reading and understanding charts and graphs, Compare – Contrast Pustaka: 3. <i>Kirszner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St</i>	3%
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5	1. Being able to apply critical literacy skills to analyse social issues 2. Being able to apply critical literacy skills in an appropriate manner	Present and summarize the key findings., Problem-Solutions	Kriteria: Written and spoken Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Reading : Practice reading and summarizing specific text about brain food. (SDG 2) (Inside Reading 2, Unit 5). [2 (2x50')] Writing : Identify real-world problems and propose feasible solutions. Organize a problem-solution essay clearly. (Academic Writing : A handbook for International Students) [2 (2x50')] 2 x 50	Sindig 2 x 50	Materi: Present and summarize the key findings., Problem-Solutions Pustaka: 1. <i>Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay. London: Macmillan</i> Materi: Present and summarize the key findings., Problem-Solutions Pustaka: 2. <i>Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge</i> Materi: Present and summarize the key findings., Problem-Solutions Pustaka: 3. <i>Kirschner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St</i>	3%
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6	1. Being able to apply critical literacy skills to analyse social issues 2. Being able to apply critical literacy skills in an appropriate manner	Present and summarize the key findings., Problem-Solutions	Kriteria: Written and spoken Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Reading : Practice reading and summarizing specific text about brain food. (SDG 2) (Inside Reading 2, Unit 5). [2 (2x50')] Writing : Identify real-world problems and propose feasible solutions. Organize a problem-solution essay clearly. (Academic Writing : A handbook for International Students) [2 (2x50')] 2 x 50	Sindig 2 x 50	Materi: Present and summarize the key findings., Problem-Solutions Pustaka: 1. <i>Zemach, D E & Ghulldu, L A. 2011. Writing essays: from paragraph to essay. London: Macmillan</i> Materi: Present and summarize the key findings., Problem-Solutions Pustaka: 2. <i>Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge</i> Materi: Present and summarize the key findings., Problem-Solutions Pustaka: 3. <i>Kirschner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St</i>	3%
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7	1. Being able to evaluate media messages, recognize the influence of media on individuals and society, and make informed media choices 2. Being able to analyse personal biases, as well as biases present in texts and media, to develop more objective and informed perspectives 3. Being able to create a piece of writing that highlights the importance of diverse voices and experiences in understanding a specific issue	Applying annotating and highlighting specific text, Final of expository writing	Kriteria: Based on the right answers and written Bentuk Penilaian : Aktifitas Partisipasi, Penilaian Hasil Project / Penilaian Produk	Reading : Practice Annotated and highlighting from the text (SDG 13) (Inside Reading 2, Unit 8). [2 (2x50')] Writing : Apply final revisions to improve writing quality. Provide constructive feedback on classmates' work. (Academic Writing : A handbook for International Students) [2 (2x50')] 2 x 50	Sindig 2 x 50	Materi: Applying annotating and highlighting specific text, Final of expository writing Pustaka: 4. Newsome, Bruce. 2016. <i>An Introduction to research analysis and writing</i>. California: Sage publication Materi: Applying annotating and highlighting specific text, Final of expository writing Pustaka: 5. Chin, P et al. 2015. <i>Academic Writing Skills 2 Student's Book</i>. Cambridge: Cambridge University Press.	3%
8	1. Being able to evaluate media messages, recognize the influence of media on individuals and society, and make informed media choices 2. Being able to analyse personal biases, as well as biases present in texts and media, to develop more objective and informed perspectives 3. Being able to create a piece of writing that highlights the importance of diverse voices and experiences in understanding a specific issue	Applying annotating and highlighting specific text, Final of expository writing	Kriteria: Based on the right answers and written Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Reading : Practice Annotated and highlighting from the text (SDG 13) (Inside Reading 2, Unit 8). [2 (2x50')] Writing : Apply final revisions to improve writing quality. Provide constructive feedback on classmates' work. (Academic Writing : A handbook for International Students) [2 (2x50')] 2 x 50	Sindig 2 x 50	Materi: Applying annotating and highlighting specific text, Final of expository writing Pustaka: 4. Newsome, Bruce. 2016. <i>An Introduction to research analysis and writing</i>. California: Sage publication Materi: Applying annotating and highlighting specific text, Final of expository writing Pustaka: 5. Chin, P et al. 2015. <i>Academic Writing Skills 2 Student's Book</i>. Cambridge: Cambridge University Press.	3%

9	1. Being able to evaluate media messages, recognize the influence of media on individuals and society, and make informed media choices 2.. Being able to apply critical literacy skills to analyse social issues	Summarize and discuss the key findings	Kriteria: Written and spoken Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Discussion Individual assignment [1 (2x50')] 2 x 50	Google Classroom 2 x 50	Materi: Summarize and discuss the key findings Pustaka: <i>News Articles</i> Materi: Summarize and discuss the key findings Pustaka: <i>Journals</i>	5%
10	1. Being able to discuss complex and potentially controversial issues respectfully, using evidence-based arguments and listening actively to diverse perspectives 2. Being able to evaluate media messages, recognize the influence of media on individuals and society, and make informed media choices 3.. Being able to apply critical literacy skills to analyse social issues	Finding the author's purpose in specific text. Writing : Introduction to Analytical Writing and learning what is Thesis Statements	Kriteria: Project (Mid Term) Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Reading : Finding the author's purpose in specific text (Inside Reading 3, Unit 2). [2 (2x50')] Writing : Introduction to Analytical Writing and Thesis Statements. [2 (2x50')] 2 x 50	Discussion Individual Assignment [3 (2x50')] 2 x 50	Materi: midterm project Pustaka: <i>Social Media Posts</i>	20%

11	1. Being able to apply critical literacy skills to analyse social issues 2. Being able to apply critical literacy skills in an appropriate manner	Interpreting data in charts by reading public health. Writing : Developing Arguments, Structuring, and Drafting	Kriteria: written and project Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Reading : Interpreting data in charts by reading public health (Inside Reading 3, Unit 4). [2 (2x50')] Writing : Writing and developments arguments. [2 (2x50')] 2 x 50	Discussion Individual assignment [1 (2x50')] 2 x 50	Materi: Interpreting data in charts by reading public health. Writing : Developing Arguments, Structuring, and Drafting Pustaka: 1. Zemach, D E & Ghulldu, L A. 2011. <i>Writing essays: from paragraph to essay</i>. London: Macmillan Materi: Interpreting data in charts by reading public health. Writing : Developing Arguments, Structuring, and Drafting Pustaka: 2. Bailey, S. 2018. <i>Academic writing : a handbook for international students</i>. New York: Routledge Materi: Interpreting data in charts by reading public health. Writing : Developing Arguments, Structuring, and Drafting Pustaka: 3. Kirsznar, L G & Mandell, S R. 2018. <i>Patterns for college writing (14th edition)</i>. Boston: Bedford/St	3%
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12	1. Being able to apply critical literacy skills to analyse social issues 2. Being able to apply critical literacy skills in an appropriate manner	Interpreting data in charts by reading public health. Writing : Developing Arguments, Structuring, and Drafting	Kriteria: project and written Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Reading : Interpreting data in charts by reading public health (Inside Reading 3, Unit 4). [2 (2x50')] Writing : Writing and developments arguments. [2 (2x50')] 2 x 50	Discussion Individual assignment [1 (2x50')] 2 x 50	Materi: Interpreting data in charts by reading public health. Writing : Developing Arguments, Structuring, and Drafting Pustaka: 1. Zemach, D E & Ghulldu, L A. 2011. <i>Writing essays: from paragraph to essay</i>. London: Macmillan Materi: Interpreting data in charts by reading public health. Writing : Developing Arguments, Structuring, and Drafting Pustaka: 2. Bailey, S. 2018. <i>Academic writing : a handbook for international students</i>. New York: Routledge Materi: Interpreting data in charts by reading public health. Writing : Developing Arguments, Structuring, and Drafting Pustaka: 3. Kirsznar, L G & Mandell, S R. 2018. <i>Patterns for college writing (14th edition)</i>. Boston: Bedford/St	5%
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13	1. Being able to discuss complex and potentially controversial issues respectfully, using evidence-based arguments and listening actively to diverse perspectives 2. Being able to evaluate media messages, recognize the influence of media on individuals and society, and make informed media choices 3. Being able to apply critical literacy skills to analyse social issues	Sumamrizing including non-text elements. Writing : Strategies for self-revision and peer feedback. Checking for clarity, coherence, and consistency	Kriteria: written and project Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Reading : Interpreting data in charts by reading public health (Inside Reading 3, Unit 5). [2 (2x50')] Writing : Strategies for self-revision and peer feedback. Checking for clarity, coherence, and consistency (2x50') 2 x 50	Discussion Group Assignment [3 (2x50')] 2 x 50	Materi: Sumamrizing including non-text elements. Writing : Strategies for self-revision and peer feedback. Checking for clarity, coherence, and consistency Pustaka: 1. Zemach, D E & Ghulldu, L A. 2011. <i>Writing essays: from paragraph to essay</i>. London: Macmillan Materi: Sumamrizing including non-text elements. Writing : Strategies for self-revision and peer feedback. Checking for clarity, coherence, and consistency Pustaka: 2. Bailey, S. 2018. <i>Academic writing : a handbook for international students</i>. New York: Routledge Materi: Sumamrizing including non-text elements. Writing : Strategies for self-revision and peer feedback. Checking for clarity, coherence, and consistency Pustaka: 3. Kirsznar, L G & Mandell, S R. 2018. <i>Patterns for college writing (14th edition)</i>. Boston: Bedford/St	5%
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14	1. Being able to discuss complex and potentially controversial issues respectfully, using evidence-based arguments and listening actively to diverse perspectives 2. Being able to evaluate media messages, recognize the influence of media on individuals and society, and make informed media choices 3. Being able to apply critical literacy skills to analyse social issues	Sumamrizing including non-text elements. Writing : Strategies for self-revision and peer feedback. Checking for clarity, coherence, and consistency	Kriteria: written and project Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Reading : Interpreting data in charts by reading public health (Inside Reading 3, Unit 5). [2 (2x50')] Writing : Strategies for self-revision and peer feedback. Checking for clarity, coherence, and consistency (2x50') 2 x 50	Discussion Group Assignment [3 (2x50')] 2 x 50	Materi: Sumamrizing including non-text elements. Writing : Strategies for self-revision and peer feedback. Checking for clarity, coherence, and consistency Pustaka: 1. Zemach, D E & Ghulldu, L A. 2011. <i>Writing essays: from paragraph to essay</i>. London: Macmillan Materi: Sumamrizing including non-text elements. Writing : Strategies for self-revision and peer feedback. Checking for clarity, coherence, and consistency Pustaka: 2. Bailey, S. 2018. <i>Academic writing : a handbook for international students</i>. New York: Routledge Materi: Sumamrizing including non-text elements. Writing : Strategies for self-revision and peer feedback. Checking for clarity, coherence, and consistency Pustaka: 3. Kirsznar, L G & Mandell, S R. 2018. <i>Patterns for college writing (14th edition)</i>. Boston: Bedford/St	5%
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15	1. Being able to discuss complex and potentially controversial issues respectfully, using evidence-based arguments and listening actively to diverse perspectives 2. Being able to evaluate media messages, recognize the influence of media on individuals and society, and make informed media choices 3. Being able to apply critical literacy skills to analyse social issues	Sumamrizing including non-text elements. Writing : Strategies for self-revision and peer feedback. Checking for clarity, coherence, and consistency	Kriteria: written and project Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Reading : Interpreting data in charts by reading public health (Inside Reading 3, Unit 5). [2 (2x50')] Writing : Strategies for self-revision and peer feedback. Checking for clarity, coherence, and consistency (2x50') 2 x 50	Discussion Group Assignment [3 (2x50')] 2 x 50	Materi: Sumamrizing including non-text elements. Writing : Strategies for self-revision and peer feedback. Checking for clarity, coherence, and consistency Pustaka: 4. Newsome, Bruce. 2016. <i>An Introduction to research analysis and writing.</i> California: Sage publication Materi: Sumamrizing including non-text elements. Writing : Strategies for self-revision and peer feedback. Checking for clarity, coherence, and consistency Pustaka: 5. Chin, P et al. 2015. <i>Academic Writing Skills 2 Student's Book.</i> Cambridge: Cambridge University Press.	5%
16	1. Being able to discuss complex and potentially controversial issues respectfully, using evidence-based arguments and listening actively to diverse perspectives 2. Being able to evaluate media messages, recognize the influence of media on individuals and society, and make informed media choices 3. Being able to apply critical literacy skills to analyse social issues	Final test	Kriteria: project final test Bentuk Penilaian : Aktifitas Partisipasif	Final Test 2 x 50	2 x 50	Materi: project Pustaka: News Articles Materi: project Pustaka: Journals	30%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	40%
2.	Penilaian Hasil Project / Penilaian Produk	60%
		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 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. **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.
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 16 Juli 2025

Koordinator Program Studi S1
Sastra Inggris (Kampus
Kabupaten Magetan)



LISETYO ARIYANTI
NIDN 0024048105

UPM Program Studi S1 Sastra
Inggris (Kampus Kabupaten
Magetan)



NIDN 0020019502

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