



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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Extensive Reading and Listening | 7922104058 | Mata Kuliah Wajib Program Studi | T=4 P=0 ECTS=6.36 | 1 | 29 Agustus 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPL-4 | Mengembangkan diri secara berkelanjutan dan berkolaborasi. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 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 collaborate with peers in group activities, such as literature circles, to deepen understanding of the materials and develop interpersonal communication skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 2 | Being able to produce written and oral responses to reading and listening materials, demonstrating an ability to synthesize information and present well-structured arguments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 3 | Being able to achieve fluency in reading comprehension by processing a substantial volume of text (80,000 words per semester), developing a stronger vocabulary, and refining grammar and syntax understanding | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 4 | Being able to enhance listening skills by engaging with 16 hours of audio content, improving the ability to comprehend and interpret spoken English in various accents and contexts | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Matrik CPL - CPMK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">CPMK</th> <th style="width: 25%;">CPL-4</th> <th style="width: 25%;">CPL-10</th> <th style="width: 25%;">CPL-11</th> </tr> </thead> <tbody> <tr><td>CPMK-1</td><td></td><td></td><td></td></tr> <tr><td>CPMK-2</td><td></td><td></td><td></td></tr> <tr><td>CPMK-3</td><td></td><td></td><td></td></tr> <tr><td>CPMK-4</td><td></td><td></td><td></td></tr> </tbody> </table> | | | | CPMK | CPL-4 | CPL-10 | CPL-11 | CPMK-1 | | | | CPMK-2 | | | | CPMK-3 | | | | CPMK-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK | CPL-4 | CPL-10 | CPL-11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK-1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 15%;">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>CPMK-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>CPMK-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> | | | | 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 | | | | | | | | | | | | | | | | |
| 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 aims to cultivate lifelong learners and foster global citizenship (SDG 4 & 10) by promoting extensive reading and listening (ER/EL). Students will develop fluency and comprehension by engaging with a wide range of authentic materials at their current level, fostering a love for language learning. The curriculum focuses on enjoyable and accessible materials like graded readers, podcasts, audiobooks, and news articles, catering to diverse interests. Students will choose their own reading and listening materials, fostering ownership and autonomy in their learning journey. Interactive activities like book clubs, listening comprehension tasks, and discussions will encourage reflection and knowledge sharing. Assessment will be light-touch, focusing on reading logs, listening journals, and self-reflection essays, promoting intrinsic motivation and a sustainable approach to language acquisition. By the end of the course, students will be well-equipped to independently navigate the vast world of language, fostering cultural understanding and a lifelong love of learning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Pustaka | Utama : | | | | | | |
|-----------------------|--|--|--|---|--|--|----------------------------|
| | | <ol style="list-style-type: none"> 1. Graded readers 2. Unabridged novels of student's choice 3. Non-fictional pieces of student's choice 4. Movies and documentaries of student's choice 5. TED talks 6. Podcasts | | | | | |
| | Pendukung : | | | | | | |
| Dosen Pengampu | Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. Suyanti Fatma Umayfa, S.S., M.A. | | | | | | |
| 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 | <ol style="list-style-type: none"> 1. Being able to complete assigned readings totalling a specific number of words (minimum 10,000 words per fortnight) and demonstrate understanding through quizzes or reflective journals. 2. Being able to identify new vocabulary encountered in reading materials, using context clues and reference tools to enhance understanding | <ol style="list-style-type: none"> 1. Reading ability 2. Listening ability 3. Responsive activity | Kriteria: <ol style="list-style-type: none"> 1. Participation and activity 2. Creativity and Originality 3. Portfolio Profile Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | - Overview of course goals, resources, and expectations. - Setting up personal reading and listening logs. - Introduction to literature circles and roles 3 X 50 | <ol style="list-style-type: none"> - Independent Reading - Independent Listening | Materi: Independent Reading and Listening Pustaka: <i>Graded readers</i> | 3% |
| 2 | <ol style="list-style-type: none"> 1. Being able to engage in productive group dialogues, ensuring all group members have the opportunity to contribute their insights. 2. Being able to provide constructive feedback to peers on their interpretations and analyses of the reading materials, fostering a collaborative learning environment | <ol style="list-style-type: none"> 1. engage in productive group dialogues, ensuring all group members have the opportunity to contribute their insights. 2. provide constructive feedback to peers on their interpretations and analyses of the reading materials, fostering a collaborative learning environment | Kriteria: <ol style="list-style-type: none"> 1. Participation and Activity 2. Creativity and Originality 3. Written reflective assignment Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes | Lecture and Discussion 3 X 50 | | Materi: Independent Reading and Listening Pustaka: <i>Unabridged novels of student's choice</i> | 3% |

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|---|--|---|---|--|--|--|----|
| 3 | <p>1. Being able to engage in productive group dialogues, ensuring all group members have the opportunity to contribute their insights.</p> <p>2. Being able to provide constructive feedback to peers on their interpretations and analyses of the reading materials, fostering a collaborative learning environment</p> | <p>1. engage in productive group dialogues, ensuring all group members have the opportunity to contribute their insights.</p> <p>2. provide constructive feedback to peers on their interpretations and analyses of the reading materials, fostering a collaborative learning environment</p> | <p>Kriteria:</p> <ol style="list-style-type: none"> 1. Participation and Activity 2. Creativity and Originality 3. Written reflective assignment <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p> | Lecture and Discussion 3 X 50 | | <p>Materi: Independent Reading and Listening</p> <p>Pustaka: <i>Non-fictional pieces of student's choice</i></p> | 3% |
| 4 | <p>1. Being able to write a concise summary of the main ideas from a given text or audio material, demonstrating an ability to distill information</p> <p>2. Being able to develop a coherent, written or oral personal response to a text or audio material, incorporating evidence from the material to support your points.</p> | <p>1. The main ideas from a given text or audio material, demonstrating an ability to distill information</p> <p>2. A coherent, written or oral personal response to a text or audio material, incorporating evidence from the material to support your points.</p> | <p>Kriteria:</p> <ol style="list-style-type: none"> 1. Participation and Activity 2. Creativity and Originality 3. Portofolio Profile <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p> | Lecture and Discussion 3 X 50 | | <p>Materi: Independent Reading and Listening</p> <p>Pustaka: <i>Movies and documentaries of student's choice</i></p> | 3% |
| 5 | <p>1. Being able to complete assigned readings totalling a specific number of words (minimum 10,000 words per fortnight) and demonstrate understanding through quizzes or reflective journals.</p> <p>2. Being able to develop vocabulary meaning encountered in reading materials using Frayer model</p> | <p>1. demonstrate understanding through quizzes or reflective journals.</p> <p>2. vocabulary meaning encountered in reading materials using Frayer model</p> | <p>Kriteria:</p> <ol style="list-style-type: none"> 1. Participation and Activity 2. Creativity and Originality 3. Portofolio Profile 4. Written reflective assignment <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Tes</p> | Lecture, Discussion and Presentation 3 X 50 | | <p>Materi: Independent Reading and Listening</p> <p>Pustaka: <i>TED talks</i></p> | 3% |
| 6 | <p>1. Being able to engage in productive group dialogues, ensuring all group members have the opportunity to contribute their insights</p> <p>2. Being able to provide constructive feedback to peers on their interpretations and analyses of the reading materials, fostering a collaborative learning environment</p> | <p>1. engage in productive group dialogues, ensuring all group members have the opportunity to contribute their insights</p> <p>2. provide constructive feedback to peers on their interpretations and analyses of the reading materials, fostering a collaborative learning environment</p> | <p>Kriteria:</p> <ol style="list-style-type: none"> 1. Participation and Activity 2. Creativity and Originality 3. Portofolio Profile 4. Written reflective assignment <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p> | Lecture and Discussion 3 X 50 | | <p>Materi: Independent Reading and Listening</p> <p>Pustaka: <i>Podcasts</i></p> | 3% |

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| 7 | <p>1. Being able to complete assigned listening totalling a specific number of hours (minimum 2 hours per fortnight) and demonstrate understanding through quizzes or reflective journals.</p> <p>2. Being able to develop vocabulary meaning encountered in listening materials, using Frayer model</p> | <p>1. Creativity and Originality 2. Portofolio Profile</p> | <p>Kriteria: 1. Meaning making 2. Vocabulary Meaning</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk</p> | <p>Lecture and Discussion 3 X 50</p> | | <p>Materi: Independent Reading and Listening Pustaka: <i>Graded readers</i></p> | 5% |
| 8 | <p>1. Write a concise summary of the main ideas from a given text, demonstrating an ability to distill information.</p> <p>2. Develop a coherent, written or oral personal response to an audio material, incorporating evidence from the material to support your points</p> | <p>1. Participation and Activity 2. Creativity and Originality</p> | <p>Kriteria: 1. Portofolio Profile 2. Written reflective assignment</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk</p> | <p>Lecture and Discussion 3 X 50</p> | | <p>Materi: Independent Reading and Listening Pustaka: <i>Unabridged novels of student's choice</i></p> | 20% |
| 9 | <p>1. Complete assigned readings totalling a specific number of words (minimum 10,000 words per fortnight) and demonstrate understanding through quizzes or reflective journals.</p> <p>2. Identify and learn new vocabulary encountered in reading materials, using context clues and reference tools to enhance understanding</p> | <p>1. Being able to complete assigned readings totalling a specific number of words 2. Demonstrate understanding through quizzes or reflective journals 3. Being able to identify and learn new vocabulary encountered in reading materials, using context clues and reference tools to enhance understanding</p> | <p>Kriteria: 1. Participation and Activity 2. Participation and Activity 3. Written reflective assignment</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Tes</p> | <p>Lecture and Discussion, Presentation 3 X 50</p> | | <p>Materi: Independent Reading and Listening Pustaka: <i>Non-fictional pieces of student's choice</i></p> | 3% |

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|----|--|--|---|------------------------------------|--|--|----|
| 10 | <p>1. Facilitate and engage in productive group dialogues, ensuring all group members have the opportunity to contribute their insights.</p> <p>2. Provide constructive feedback to peers on their interpretations and analyses of the reading materials, fostering a collaborative learning environment</p> | <p>1. Being able to facilitate and engage in productive group dialogues, ensuring all group members have the opportunity to contribute their insights</p> <p>2. Being able to provide constructive feedback to peers on their interpretations and analyses of the reading materials, fostering a collaborative learning environment</p> | <p>Kriteria:</p> <ol style="list-style-type: none"> 1. Participation and Activity 2. Creativity and Originality 3. Portofolio Profile 4. Written reflective assignment <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | Lecture and Presentation 3 X 50 | | <p>Materi: Independent Reading and Listening</p> <p>Pustaka: <i>Movies and documentaries of student's choice</i></p> | 6% |
| 11 | <p>1. Complete assigned listening totaling a specific number of hours (minimum 1 hour per week) and demonstrate understanding through quizzes or reflective journals.</p> <p>2. Identify and learn new vocabulary encountered in listening materials, using context clues and reference tools to enhance understanding</p> | <p>1. Being able to complete assigned listening totaling a specific number of hours (minimum 1 hour per week) and demonstrate understanding through quizzes or reflective journals.</p> <p>2. Being able to identify and learn new vocabulary encountered in listening materials, using context clues and reference tools to enhance understanding</p> | <p>Kriteria:</p> <ol style="list-style-type: none"> 1. Participation and Activity 2. Creativity and Originality 3. Written reflection <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | Lecture and Presentation 3 X 50 | | <p>Materi: Independent Reading and Listening</p> <p>Pustaka: <i>TED talks</i></p> | 3% |
| 12 | <p>1. Write a concise summary of the main ideas from a given text or audio material, demonstrating an ability to distill information</p> <p>2. Develop a coherent, written or oral personal response to a text or audio material, incorporating evidence from the material to support your points</p> | <p>1. Being able to write a concise summary of the main ideas from a given text or audio material, demonstrating an ability to distill information</p> <p>2. Being able to develop a coherent, written or oral personal response to a text or audio material, incorporating evidence from the material to support your points</p> | <p>Kriteria:</p> <ol style="list-style-type: none"> 1. Participation and Activity 2. Creativity and Originality 3. Written reflective assignment <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes</p> | Lecture and Discussion 3 X 50 | | <p>Materi: Independent Reading and Listening</p> <p>Pustaka: <i>Podcasts</i></p> | 3% |

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|----|---|---|--|----------------------------------|--|---|----|
| 13 | <p>1.Complete assigned readings totalling a specific number of words (minimum 10,000 words per fortnight) and demonstrate understanding through quizzes or reflective journals.</p> <p>2.Identify and learn new vocabulary encountered in reading materials, using context clues and reference tools to enhance understanding</p> | <p>1.Being able to complete assigned readings totalling a specific number of words (minimum 10,000 words per fortnight) and demonstrate understanding through quizzes or reflective journals.</p> <p>2.Being able to identify and learn new vocabulary encountered in reading materials, using context clues and reference tools to enhance understanding</p> | <p>Kriteria:</p> <p>1.Participation and Activity</p> <p>2.Creativity and Originality</p> <p>3.Written reflective assignment</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | Lecture and Discussion 3 X 50 | | <p>Materi: Independent Reading and Listening</p> <p>Pustaka: <i>Graded readers</i></p> | 5% |
| 14 | <p>1.Facilitate and engage in productive group dialogues, ensuring all group members have the opportunity to contribute their insights.</p> <p>2.Provide constructive feedback to peers on their interpretations and analyses of the reading materials, fostering a collaborative learning environment</p> | <p>1.Being able to facilitate and engage in productive group dialogues, ensuring all group members have the opportunity to contribute their insights.</p> <p>2.Being able to provide constructive feedback to peers on their interpretations and analyses of the reading materials, fostering a collaborative learning environment</p> | <p>Kriteria:</p> <p>1.Creativity and Originality</p> <p>2.Portofolio Profile</p> <p>3.Written reflection</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p> | Lecture and Discussion 3 X 50 | | <p>Materi: Independent Reading and Listening</p> <p>Pustaka: <i>Unabridged novels of student's choice</i></p> | 3% |

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|----|--|--|---|----------------------------------|------------------------|--|-----|
| 15 | <p>1. Complete assigned listening totaling a specific number of hours (minimum 1 hour per week) and demonstrate understanding through quizzes or reflective journals.</p> <p>2. Identify and learn new vocabulary encountered in listening materials, using context clues and reference tools to enhance understanding</p> | <p>1. Being able to complete assigned listening totaling a specific number of hours (minimum 1 hour per week) and demonstrate understanding through quizzes or reflective journals.</p> <p>2. Being able to identify and learn new vocabulary encountered in listening materials, using context clues and reference tools to enhance understanding</p> | <p>Kriteria:</p> <p>1. Creativity and Originality</p> <p>2. Participation and Activity</p> <p>3. Portofolio Profile</p> <p>4. Written reflective assignment</p> <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes</p> | Lecture and Discussion 3 X 50 | | <p>Materi: Independent Reading and Listening</p> <p>Pustaka: <i>Unabridged novels of student's choice</i></p> | 4% |
| 16 | <p>1. Write a concise summary of the main ideas from a given text or audio material, demonstrating an ability to distill information</p> <p>2. Develop a coherent, written or oral personal response to a text or audio material, incorporating evidence from the material to support your points</p> | <p>1. Complete assigned reading and listening totaling a specific number of hours (minimum 1 hour per week) and demonstrate understanding through quizzes or reflective journals.</p> <p>2. Identify and learn new vocabulary encountered in listening materials, using context clues and reference tools to enhance understanding</p> | <p>Kriteria:</p> <p>1. Creativity and Originality</p> <p>2. Participation and Activity</p> <p>3. Portofolio Profile</p> <p>4. Written reflective assignment</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes</p> | | Take home exam 3x50 | <p>Materi: Independent Reading and Listening</p> <p>Pustaka: <i>Non-fictional pieces of student's choice</i></p> | 30% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|----|--|------------|
| 1. | Aktifitas Partisipasif | 25.5% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 50% |
| 3. | Penilaian Portofolio | 10.5% |
| 4. | Tes | 14% |
| | | 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.
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
Sastra Inggris (Kampus
Kabupaten Magetan)



Lisetyo Ariyanti, S.S., M.Pd.
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