



**Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S1 Sastra Inggris**

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan																																
Advanced English Grammar	7920202003		T=2	P=0	ECTS=3.18	6	29 September 2024																																
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																	
			Dr. Ali Mustofa, S.S., M.Pd.																																	
Model Pembelajaran	Case Study																																						
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																						
	Capaian Pembelajaran Mata Kuliah (CPMK)																																						
	Matrik CPL - CPMK																																						
	<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">CPMK</td> <td colspan="15"></td> </tr> </table>								CPMK																														
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Deskripsi Singkat MK	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																						
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%; text-align: center;">CPMK</td> <td colspan="16" style="text-align: center;">Minggu Ke</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">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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Deskripsi Singkat MK	The course focuses on students' reviewing and requiring more complex structure covering simple and compound sentence into compound-complex sentences. Its core is on accuracy and fluency and meaningful use of structure in context. It emphasizes on meta-cognitive skills needed to analyze and explain grammatical structure and usage as well as the ability to analyze the students' own writing. All teaching learning activities are conducted through lecturing, discussion, and exercising many grammar practices.																																						
Pustaka	Utama :																																						
	<ol style="list-style-type: none"> 1. Azar, Betty Schramfer. 2002. Understanding and Using English Grammar. White Plains, NY: Pearson Education. 2. Steer, Jocelyn M. 1998. The Advanced Grammar Book. Boston: Heinle & Heinle Publishers. 3. Butt, David et.al. 1999. Using Functional Grammar: An Explorer 19s Guide. Melbourne: National Center for English Language Teaching and Research Macquaire University. 4. Hewings, Martin. 2013. Advanced English Grammar in Use:third edition.Cambridge: Cambridge University Press. 5. Sharpe, Pamela J. 2004. Barron 19s How to prepare for the TOEFL . New York: Barron 19s Educational series.inc. 																																						
	Pendukung :																																						
Dosen Pengampu	Lina Purwaning Hartanti, S.Pd., M.EIL. Fithriyah Inda Nur Abida, S.S., M.Pd. Adam Damanhuri, S.S., M.Hum.																																						
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 make the correct pattern of simple sentences To correct the error of simple sentences	<ol style="list-style-type: none"> 1.To be able to:Identify the subject and the verb of a sentence 2.Identify the object of prepositions 3.Identify the appositives 4.Identify the present and past participle 5.Identify error in simple sentences and correct the error in simple sentences 	Kriteria: null	Lecturing, Discussion Question-Answer 2 X 50			0%
2	To use adverb connectors correctly	<ol style="list-style-type: none"> 1.To be able to:use coordinate connectors correctly in sentences 2.use adverb of time and cause connectors correctly 3.use other adverbs connectors correctly (condition, contrast, manner, place) 	Kriteria: null	Lecturing, Discussion Question-Answer 2 X 50			0%
3	To use noun clause connectors correctly To use adjective clause connectors correctly	<ol style="list-style-type: none"> 1.To be able to:use noun clause connectors correctly in sentences 2.identify the error use of noun clause connectors 3.use adjective clause connectors correctly in sentences 4.identify the error use of adjective clause connectors 		Lecturing, Discussion Question-Answer 2 X 50			0%

4	To use reduced adjective clauses correctly To use reduced adverb clauses correctly	<ol style="list-style-type: none"> 1.To be able to:use reduced adjective clause correctly in sentences 2.identify the error use of reduced adjective clause in sentences 3.correct the error use of reduced adjective clause in sentences 4.use reduced adverb clause correctly in sentences 5.identify the error use of reduced adverb clause in sentences 6.correct the error use of reduced adverb clause in sentences 		Lecturing, Discussion Question-Answer 2 X 50			0%
5	To use correct pattern of inverted subjects and verbs in sentences	<ol style="list-style-type: none"> 1.To be able to:invert the subject and verb with question words 2.invert the subject and verb with place expressions 3.invert the subject and verb with negatives 4.invert the subject and verb with conditionals 5.invert the subject and verb with comparisons 		Lecturing, Discussion Question-Answer 2 X 50			0%
6	To make verbs agree with the subjects	<ol style="list-style-type: none"> 1.To be able to:make verbs agree after prepositional phrase 2.make verbs agree after expression of quantity 3.make inverted verbs agree 4.make verbs agree after certain words 		Lecturing, Discussion Question-Answer Assignment 2 X 50			0%

7	To use the correct form of the verb	<ol style="list-style-type: none"> 1.To be able to: use the correct form of the verb after have 2.use the correct form of the verb after be 3.use the correct form of the verb after modals 		Discussion Preaching, Question- Answer 2 X 50			0%
8	To use the verbs correctly based on the tenses	<ol style="list-style-type: none"> 1.To be able to:use have and had correctly 2.use the correct tense with time expression 3.use the correct tense with will and would 		Lecturing, Discussion Question- Answer 2 X 50			0%
9	mid test			2 X 50			0%
10	To use parallel structure correctly in sentences	<ol style="list-style-type: none"> 1.To be able to:use parallel structure with coordinate conjunctions 2.use parallel structure with paired conjunctions 3.use parallel structure with comparisons 		Lecturing, Discussion Question- Answer 2 X 50			0%
11	To use comparatives and superlatives correctly in , sentences	<ol style="list-style-type: none"> 1.To be able to:form comparatives and superlatives 2.use comparatives and superlatives 3.use the irregular form of comparatives and superlatives 		Lecturing, Discussion Question- Answer 2 X 50			0%
12	To use passive verbs correctly in sentences	<ol style="list-style-type: none"> 1.To be able to:use correct form of the passive 2.recognize active and passive meaning 3.identify error in using active and passive 		Lecturing, Discussion Question- Answer 2 X 50			0%

13	To use nouns correctly in sentences	1.To be able to:use correct singular or plural noun 2.distinguish countable and uncountable nouns 3.recognize irregular plurals of nouns 4.distinguish the person from the thing		Lecturing, Discussion Question-Answer 2 X 50			0%
14	To use pronouns correctly in sentences	1.To be able to:distinguish subject and object pronouns 2.distinguish possessive adjectives and pronouns 3.check pronoun reference for agreement		Lecturing, Discussion Question-Answer 2 X 50			0%
15	To use adjectives and adverbs correctly in sentences	1.To be able to:use basic adjectives and adverbs correctly 2.use adjectives after linking verbs 3.place adjectives and adverbs correctly		Lecturing, Discussion Question-Answer 2 X 50			0%
16	final test			2 X 50			0%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
		0%

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** dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- 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.
- Bentuk penilaian:** tes dan non-tes.
- 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.