



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

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

<b>MATA KULIAH (MK)</b>	<b>KODE</b>	<b>Rumpun MK</b>	<b>BOBOT (sks)</b>	<b>SEMESTER</b>	<b>Tgl Penyusunan</b>																																																																																																															
Critical Reading	7920202036	Mata Kuliah Wajib Program Studi	T=2 P=0 ECTS=3.18	3	1 September 2023																																																																																																															
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>		<b>Koordinator Program Studi</b>																																																																																																															
	Ayunita Leliana, S.S, M.Pd		Ephrilia Noor Fitriana, S.Hum., M.Hum		Dr. Ali Mustofa, S.S., M.Pd.																																																																																																															
<b>Model Pembelajaran</b>	Case Study																																																																																																																			
<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>																																																																																																																			
	<b>CPL-5</b>	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																																																																		
	<b>CPL-7</b>	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.																																																																																																																		
	<b>CPL-9</b>	Being able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation.																																																																																																																		
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>																																																																																																																			
	<b>CPMK - 1</b>	students are able to Develop the ability to read and understand a wide range of texts, including complex and challenging materials																																																																																																																		
	<b>CPMK - 2</b>	students are able to Enhance critical thinking skills by analyzing and evaluating the content, arguments, and evidence presented in written texts																																																																																																																		
	<b>CPMK - 3</b>	students are able to Learn to interpret and make inferences from texts, including identifying implied meanings, subtext, and authorial intent																																																																																																																		
	<b>CPMK - 4</b>	students are able to synthesize information from multiple texts to form a comprehensive understanding of a topic or issue																																																																																																																		
	<b>Matrik CPL - CPMK</b>																																																																																																																			
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th>CPMK</th> <th>CPL-5</th> <th>CPL-7</th> <th>CPL-9</th> </tr> <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> </table>				CPMK	CPL-5	CPL-7	CPL-9	CPMK-1				CPMK-2				CPMK-3				CPMK-4																																																																																														
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<b>Deskripsi Singkat MK</b>	This subject assists students to develop the critical thinking skills and to cultivate a critical response and reasoned point of view as basis for argument through the various genres of text the students read at university level. The materials covers (1) how to examine the evidence or arguments presented, (2) how to check out any influences on the evidence or arguments,(3) how to check out the limitation of focus, how to examine assumption or implications made and (4) what extent the students are prepared to accept the author & amprsqos arguments, opinion, or conclusions. The students will also be required to respond to texts in written responses (summary, critical review and annotated bibliography). The classroom activities are conducted through group activities and classroom assignments.																																																																																																																			
<b>Pustaka</b>	<b>Utama :</b>																																																																																																																			

1. Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express
2. Barnet, Sylvan & Bedau, H. 2014. Critical Thinking, Reading and Writing: A brief guide to argument. Boston:Bedford/St.Martins
3. Cottrell, Stella. 2005. Critical thinking skills: Developing effective analysis and arguments.Hampshire: Palgrave MacMillan
4. Fairbairn, G. J., & Fairbairn, S. A. 2001. Reading at university: A guide for students. Buckingham: Open University Press.
5. Mickulecky, Beatrice S. 1996. Advanced reading Power. New York: Pearson Education

Pendukung :

Dosen Pengampu

Dian Rivia Himmawati, S.S., M.Hum.  
Ayunita Leliana, S.S., M.Pd.  
Silyv Cinthia Adelia, 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	Understanding the differences between reading and critical reading	The students are able to distinguish the purpose, the activity, the focus, the questions, the direction and the response of reading from those of critical reading	<b>Kriteria:</b> Score is based on the number of correct answer  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Lecture Group Group Discussion Exercise 2 X 50	Online via zoom Lecture group Students do the exercise are given 2 x 50	<b>Materi:</b> The differences between reading and critical reading <b>Pustaka:</b> <i>Barnet, Sylvan &amp; Bedau, H. 2014. Critical Thinking, Reading and Writing: A brief guide to argument. Boston:Bedford/St.Martins</i>	5%
2	To use speed reading strategy	1.To perform the application of speed reading strategy 2.To measure reading speed based on the reading purposes	<b>Kriteria:</b> students are able to note some strategies for speed reading  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Speech Class Discussion Small Group Discussion 2 X 50		<b>Materi:</b> Strategies for speed reading <b>Pustaka:</b> <i>Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express</i>	5%
3	To apply note-taking	To demonstrate the prescribed note-taking method	<b>Kriteria:</b> Students show the ability to create their own note-taking sheet  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Speech Class Discussion Small Group Discussion 2 X 50		<b>Materi:</b> None <b>Pustaka:</b> <i>Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express</i>	2%
4	To apply note-taking	To demonstrate the prescribed note-taking method	<b>Kriteria:</b> Students show the ability to create their own note-taking sheet  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Speech Class Discussion Small Group Discussion 2 X 50		<b>Materi:</b> Note-taking <b>Pustaka:</b> <i>Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express</i>	13%
5	To describe assumption and its characteristics	· To identify assumption · To perform making assumption	<b>Kriteria:</b> Students show ability in analysing assumptions  <b>Bentuk Penilaian :</b> Penilaian Portofolio	Speech Class Discussion Small Group Discussion 2 X 50		<b>Materi:</b> Assumption <b>Pustaka:</b> <i>Fairbairn, G. J., &amp; Fairbairn, S. A. 2001. Reading at university: A guide for students. Buckingham: Open University Press.</i>	5%
6	To describe assumption and its characteristics	· To identify assumption · To perform making assumption	<b>Kriteria:</b> Students show ability in analysing assumptions  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Speech Class Discussion Small Group Discussion 2 X 50		<b>Materi:</b> Assumption <b>Pustaka:</b> <i>Mickulecky, Beatrice S. 1996. Advanced reading Power. New York: Pearson Education</i>	5%
7	To interpret and make inferences from texts, including identifying implied meanings, subtext, and authorial intent	Students show understanding in the given material	<b>Kriteria:</b> Students show understanding in the given material  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif		Online Test 2 X 50	<b>Materi:</b> Interpret and make inferences from texts, including identifying implied meanings, subtext, and authorial intent <b>Pustaka:</b> <i>Annunziata. Marco A. 2004. Five hundred one critical Reading questions. Brodway: Learning Express</i>	5%

8	To define claim	· To identify claim · To perform making claim	<b>Kriteria:</b> BCO  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Tes	Speech Class Discussion Small Group Discussion 2 X 50		<b>Materi:</b> Claim <b>Pustaka:</b> Cottrell, Stella. 2005. <i>Critical thinking skills: Developing effective analysis and arguments.</i> Hampshire: Palgrave MacMillan	20%
9	To define claim	· To identify claim · To perform making claim	<b>Kriteria:</b> BCO  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Speech Class Discussion Small Group Discussion 2 X 50		<b>Materi:</b> Claim <b>Pustaka:</b> Cottrell, Stella. 2005. <i>Critical thinking skills: Developing effective analysis and arguments.</i> Hampshire: Palgrave MacMillan	5%
10	To describe the characteristics of the argument	· To identify argument · To perform making argument	<b>Kriteria:</b> students' understanding based on indikator  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	· Speech · Class discussion · Small group discussion 2 X 50		<b>Materi:</b> Developing effective analysis <b>Pustaka:</b> Cottrell, Stella. 2005. <i>Critical thinking skills: Developing effective analysis and arguments.</i> Hampshire: Palgrave MacMillan	5%
11	To describe the characteristics of the argument	· To identify argument · To perform making argument	<b>Kriteria:</b> Based on students' understanding and their performance  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	· Speech · Class discussion · Small group discussion 2 X 50		<b>Materi:</b> Developing effective arguments <b>Pustaka:</b> Cottrell, Stella. 2005. <i>Critical thinking skills: Developing effective analysis and arguments.</i> Hampshire: Palgrave MacMillan	5%
12	To use C-E-R (Claim - Evidence - Reasoning)	· To identify C-E-R · To perform making C-E-R	<b>Kriteria:</b> Based on students' result  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Praktik / Unjuk Kerja	Speech Class Discussion Small Group Discussion 2 X 50		<b>Materi:</b> Claim, evidence, and reasoning <b>Pustaka:</b> Annunziata. Marco A. 2004. <i>Five hundred one critical Reading questions.</i> Brodway: Learning Express	5%
13	To use C-E-R (Claim - Evidence - Reasoning)	· To identify C-E-R · To perform making C-E-R	<b>Kriteria:</b> Based on students' understanding and their performance  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Praktik / Unjuk Kerja	Speech Class Discussion Small Group Discussion 2 X 50		<b>Materi:</b> Claim, evidence, and reasoning <b>Pustaka:</b> Annunziata. Marco A. 2004. <i>Five hundred one critical Reading questions.</i> Brodway: Learning Express	5%
14	To use some steps in summary drawing	To make some steps in summary drawing	<b>Kriteria:</b> Based on students' result  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	· Speech · Class discussion · Small group discussion 2 X 50		<b>Materi:</b> Some steps in summary drawing <b>Pustaka:</b> Annunziata. Marco A. 2004. <i>Five hundred one critical Reading questions.</i> Brodway: Learning Express	5%
15	To use some steps in summary drawing	To make summary	<b>Kriteria:</b> Based on students' result  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	· Speech · Class discussion · Small group discussion 2 X 50		<b>Materi:</b> Some steps in summary drawing <b>Pustaka:</b> Annunziata. Marco A. 2004. <i>Five hundred one critical Reading questions.</i> Brodway: Learning Express	5%
16	To use some steps in summary drawing	To make summary	<b>Kriteria:</b> Based on students' result	· Speech · Class discussion · Small group discussion 2 X 50		<b>Materi:</b> Some steps in summary drawing <b>Pustaka:</b> Annunziata. Marco A. 2004. <i>Five hundred one critical Reading questions.</i> Brodway: Learning Express	30%

#### Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	75%
2.	Penilaian Portofolio	5%
3.	Praktik / Unjuk Kerja	5%
4.	Tes	10%
		95%

#### 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-CP 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 7 Maret 2024

Koordinator Program Studi S1  
Sastra Inggris



Dr. Ali Mustofa, S.S., M.Pd.  
NIDN 0014067509

UPM Program Studi S1 Sastra  
Inggris



Uci Ely Kholidah, S.S., M.A.  
NIDN 0023069001



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