



**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 | |
| Critical Thinking | 7920202285 | Mata Kuliah Wajib Program Studi | T=2 | P=0 | ECTS=3.18 | 5 | 1 September 2023 | |
| OTORISASI | Pengembang RPS | | Koordinator RMK | | | Koordinator Program Studi | | |
| | Cicilia Deandra, S.S, M.A | | Dwi Cahyani Nur Kusumaningtyas, S.S, M.Hum | | | Dr. Ali Mustofa, S.S., M.Pd. | | |
| Model Pembelajaran | Case Study | | | | | | | |
| Capaian Pembelajaran (CP) | CPL-PRODI yang dibebankan pada MK | | | | | | | |
| | CPL-5 | Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement | | | | | | |
| | CPL-6 | Being able to create sound academic or non-academic works for various audiences and purposes | | | | | | |
| | CPL-8 | Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa | | | | | | |
| | CPL-10 | Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena. | | | | | | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | | | | | | | |
| | CPMK - 1 | Being able to identify critically complex global challenges and issues related to their lives | | | | | | |
| | CPMK - 2 | Being able to identify and analyze causes of challenges beyond surface-level symptoms | | | | | | |
| | CPMK - 3 | Being able to identify and analyze causes of challenges beyond surface-level symptoms | | | | | | |
| | CPMK - 4 | Being able to communicate their critical analyses and arguments effectively, both written and oral | | | | | | |
| | Matrik CPL - CPMK | | | | | | | |
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| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | | | | | | | | |
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| Deskripsi Singkat MK | The course is designed to develop students' understanding of critical thinking and their ability to bring it into their lives. It fosters an understanding of how to experience critical thinking skills through any subject or discipline, and at any level of instruction. In addition, the students will be introduced to the elements of reasoning, universal intellectual standards, and intellectual traits through readings, discussions, and practical application activities. Besides, the students will learn to consciously use critical thinking concepts and strategies in learning, and in their lives. | | | | | | | |
| Pustaka | Utama : | | | | | | | |

1. Connie Missiner. 2005. Good arguments: an introduction to critical thinking. USA: Prentice-Hall
2. Cottrel, Stella. 2017. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan
3. Laurie Blass. 2017. 21st-century communication: listening, speaking, and critical thinking. USA: Prentice-Hall.
4. Lewis Vaughn. 2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.

Pendukung :

1. Journals
2. Mendeley Reference Manager

Dosen Pengampu Prof. Slamet Setiawan, M.A., Ph.D.
Dr. Widyastuti, S.S., M.Pd.

| 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 | Being able to develop the ability to critically analyze the information | mention the controversial issue | <p>Kriteria: Answer 5 controversial issues essays question. Each point worth 20 points</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p> | Discovery learning Discussion Individual assignment 2 X 50 | Discussion Individual assignment 2 X 50 | <p>Materi: How to organize and analyze controversial issues</p> <p>Pustaka: Cottrel, Stella. 2017. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan</p> | 4% |
| 2 | <ol style="list-style-type: none"> 1. Being able to develop the ability to critically analyze the information 2. Being able to evaluate the quality and reliability of data, research and any information | note making-key databased | <p>Kriteria: Create some key-points related to the evidence with controversial issues</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p> | Problem based Instruction Group Discussion 2 X 50 | Problem based Instruction Group Discussion 2 X 50 | <p>Materi: How to find reliability and credibility of some issues</p> <p>Pustaka: Lewis Vaughn. 2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.</p> | 5% |
| 3 | Being able to demonstrate and understand current issues in any multiple disciplinaries | Able to understand any issues and analyze into multiple disciplinaries | <p>Kriteria: Students can make an short paragraph about their analyses of issues into multiple disciplinaries</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Peer work Problem based instruction 2 X 50 | Peer work Problem based instruction 2 X 50 | <p>Materi: How to make paragraph about critical issues nowadays</p> <p>Pustaka: Journals</p> | 4% |
| 4 | Being able to integrate insights from any fields into critical analyses | <ol style="list-style-type: none"> 1. using general assumptions and logical premises to come to a logical conclusion determining arguments, premises, and conclusions 2. appreciate how group thinking can distort critical thinking | <p>Kriteria: Make paragraph about logical conclusion determining arguments, premises, and conclusions</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p> | Peer work Problem based instruction 2 X 50 | Peer work Problem based instruction 2 X 50 | <p>Materi: Build critical thinking analyses opinion</p> <p>Pustaka: Cottrel, Stella. 2017. Critical thinking skills: Developing effective analysis and arguments. Hampshire: Palgrave MacMillan</p> | 5% |

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| 5 | Being able to integrate insights from any fields into critical analyses | know what a worldview is and how certain pivotal ideas in a worldview can undermine the critical thinking | Kriteria: Make a short paragraph about critical issues Bentuk Penilaian : Aktifitas Partisipasif | Problem-based learning Individual work 2 X 50 | Problem-based learning Individual work 2 X 50 | Materi: How to write critical analysis opinion into paragraph Pustaka: Lewis Vaughn.2019. <i>The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition.</i> London: Oxford University Press. | 5% |
| 6 | students are able to formulate arguments with sound and persuasive reasoning. | aware when things get very personalbe alert to ways that critical thinking can be underminedensure that nothing has been left outmake a conscious effort to look for opposing evidence | Kriteria: low, moderate, and smart Bentuk Penilaian : Aktifitas Partisipasif | Peer-work Discussion 2 X 50 | Peer-work Discussion 2 X 50 | Materi: How to compare and contrast opinion about policies and strategies Pustaka: Laurie Blass. 2017. <i>21st-century communication: listening, speaking, and critical thinking.</i> USA: Prentice-Hall. | 5% |
| 7 | Being able to compare and contrast different approaches, policies, and strategies | Tell the perception how to distinguish some policies and strategies | Kriteria: Students opinion in compare and contrast orally Bentuk Penilaian : Aktifitas Partisipasif | Individual Work 2 X 50 | Individual work 2 X 50 | Materi: How to tell opinion about some policies and strategies inherit in a country Pustaka: Laurie Blass. 2017. <i>21st-century communication: listening, speaking, and critical thinking.</i> USA: Prentice-Hall. | 5% |
| 8 | Identify common psychological barriers to logical and critical thinking. | 1.be aware of strong emotions that misshape critical thinking in the world. 2.alert to ways that critical thinking can be undermined 3.ensure that we take into account all relevant factors when we evaluate the floor. | Kriteria: answer the questions in mid-test correctly Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Praktikum | Written Essay 2 X 50 | Written Essay 2 X 50 | Materi: Mid-Term Test Pustaka: Journals | 10% |
| 9 | Being able to evaluate the effectiveness and potential consequences of policies | Critical analyses about some policies effectiveness both advantages and disadvantages also effectiveness | Kriteria: Group discussion and presentation about some countries policies Bentuk Penilaian : Aktifitas Partisipasif | Peer work Discussion 2 X 50 | Peer work Discussion 2 X 50 | Materi: How to evaluate some policies and its effectiveness Pustaka: Journals | 5% |
| 10 | Being able to assess existing policies and propose evidence-based recommendation for policy improvements | Compare and contrast existing policies with argumentative knowledge | Kriteria: Group debate Bentuk Penilaian : Aktifitas Partisipasif | Critical analysis Group discussion 2 X 50 | Critical analysis Group discussion 2 X 50 | Materi: How to do argumentative opinion on debate form about some policies Pustaka: Journals | 5% |

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| 11 | Being able to engage in productive and respectful discussions and debates on topics, foster open mindedness and collaboration | Engage productive and reasonable debate to empowered critical issues | Kriteria: Create paragraph about critical issues Bentuk Penilaian : Aktifitas Partisipasif | Peer work Discussion 2 X 50 | Peer work Discussion 2 X 50 | Materi: How to do argumentative opinion on debate form about global topics Pustaka: <i>Journals</i> | 4% |
| 12 | Being able to inform an ethical decisions and consider long-term implications | Make perception about consideration ethical consideration in term of critically | Kriteria: Able to make key point about ethical behavior Bentuk Penilaian : Aktifitas Partisipasif | Individual work 2 X 50 | Individual work 2 X 50 | Materi: Aspect to consider in think critically Pustaka: <i>Lewis Vaughn.2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.</i> | 3% |
| 13 | Being able to appreciate interconnected of global issues and importance of international cooperation | Analyze global issues and multi-cooperation between countries | Kriteria: Analyze issues and article Bentuk Penilaian : Aktifitas Partisipasif | Group discussion | Group discussion | Materi: How to analyze multi-cooperation between each countries and its policies Pustaka: <i>Journals</i> | 5% |
| 14 | Being able to appreciate interconnected of global issues and importance of international cooperation | Could expose development of critical thinking | Kriteria: Written opinion about the development of critical thinking in any environment Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja | Individual work Discussion 2 x 50 | Individual work Discussion 2 X 50 | Materi: Critical thinking development in any environment Pustaka: <i>Lewis Vaughn.2019. The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims—sixth Edition. London: Oxford University Press.</i> | 5% |
| 15 | Review all material | Review all material that has been explained before | Kriteria: Make key-point about all previous material Bentuk Penilaian : Aktifitas Partisipasif | Group discussion 2 X 50 | Group discussion 2 X 50 | Materi: General review about critical thinking skills Pustaka: <i>Connie Missiner. 2005. Good arguments: an introduction to critical thinking. USA: Prentice-Hall</i> | 0% |
| 16 | Final Exam | Write articles about critical analysis | Kriteria: Write an essay about global issues and connected to local policies Bentuk Penilaian : Tes | Written Essay 2 X 50 | Written Essay 2 X 50 | Materi: Final Exam Pustaka: <i>Journals</i> | 30% |

Rekap Persentase Evaluasi : Case Study

| No | Evaluasi | Persentase |
|----|------------------------|------------|
| 1. | Aktifitas Partisipasif | 58% |
| 2. | Penilaian Praktikum | 5% |
| 3. | Praktik / Unjuk Kerja | 7% |
| 4. | Tes | 30% |
| | | 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-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 6 Maret 2024

Koordinator Program Studi S1
Sastra Inggris



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

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

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