



**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																																		
Descriptive And Narrative Writing	7920202039		T=2 P=0 ECTS=3.18	3	16 Desember 2025																																		
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																		
					ALI MUSTOFA																																		
Model Pembelajaran	Case Study																																						
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																						
	Capaian Pembelajaran Mata Kuliah (CPMK)																																						
	Matrik CPL - CPMK																																						
		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">CPMK</div>																																					
	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																						
	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 10%;">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <td></td> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>					CPMK	Minggu Ke																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Deskripsi Singkat MK	This course is a continuation of paragraph writing course and is designed to help its participants master the concept of descriptive and narrative essay writing which integrates the process of writing, essay structure and principles of unity and coherence. Accordingly, the general discussion in this course includes inventing ideas and limiting subject of discussion as well as essay structure. To accommodate the achievement of learning outcome, the course is conducted through lecturer 19s presentation, class discussion, and writing practices for academic purposes.																																						
Pustaka	Utama :																																						
	1. Coe, Norman., et.al. 1986. Writing Skills . London: Cambridge University Press. 2. Derewianka, Beverly. 1995. Exploring How Text Work . NSW Australia: Primary English Teaching Association. 3. Oshima, Alice and Ann Hogue. 1999. Writing Academic English . New York: Longman. 4. Bailey, S. 2011. Academic Writing: A Handbook for International Students (Third ed). Oxon: Routledge.																																						
	Pendukung :																																						
Dosen Pengampu	Dr. Widyastuti, S.S., M.Pd. Lisetyo Ariyanti, S.S., M.Pd. Hujuala Rika Ayu, S.S., M.A. Dwi Nur Cahyani Sri Kusumaningtyas, 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 understand the concept of invention stage in essay writing	- to indicate an idea which is suitable as an essay topic - to indicate the limit of an essay 19s discussion based on its topic - to indicate the correct thesis statement based on a given topic - to select an idea which is suitable as an essay topic - to construct a limitation for an essay 19s discussion - to construct a thesis statement for an essay	Kriteria: 1.- The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E)	Lecturing Discussion Writing Practice 2 X 50			0%
2	To understand the concept of essay 19s parts in essay writing To implement the concept of essay 19s parts in essay writing	- to show the correct construction of an introductory paragraph in an essay - to show the correct construction of the body paragraphs in an essay - to show the correct construction of a concluding paragraph in an essay - to construct a correct introductory paragraph of an essay - to construct a correct body paragraphs of an essay - to construct a correct concluding paragraph of an essay	Kriteria: 1.- The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E)	Lecturing Discussion Writing Practice 2 X 50			0%
3	To analyze the implementation of the concept of essay 19s parts in essay writing	- to analyze the appropriateness of the introductory paragraph 19s construction - to analyze the appropriateness of the body paragraphs 19 construction - to analyze the appropriateness of the concluding paragraph 19s construction	Kriteria: 1.- The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E)	Lecturing Discussion Writing Practice 2 X 50			0%

4	To understand the concept of structure and language of written descriptive essay To implement the concept of structure and language of descriptive into descriptive essay writing	- to indicate the structure of objective descriptive essay - to indicate the structure of subjective descriptive essay - to give examples for the use of language of objective descriptive essay - to give examples for the use of language of subjective descriptive essay - to implement the structure of objective descriptive essay into writing an essay - to implement the structure of subjective essay into writing an essay - to implement the language use of objective descriptive essay into writing an essay - to implement the language use of subjective descriptive essay into writing an essay	Kriteria: 1.- The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E)	Lecturing Discussion Writing Practice 2 X 50			0%
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10	To understand the concept of structure and language of written descriptive essay To implement the concept of structure and language of descriptive into descriptive essay writing	- to indicate the structure of objective descriptive essay - to indicate the structure of subjective descriptive essay - to give examples for the use of language of objective descriptive essay - to give examples for the use of language of subjective descriptive essay - to implement the structure of objective descriptive essay into writing an essay - to implement the structure of subjective descriptive essay into writing an essay - to implement the language use of objective descriptive essay into writing an essay - to implement the language use of subjective descriptive essay into writing an essay	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E)	Lecturing Discussion Writing Practice 2 X 50			0%
11	To understand the concept of structure and language of written narrative essay To implement the concept of structure and language of narrative into narrative essay writing To analyze the construction of narrative essay based on its structure and language concept	- to indicate the structure of narrative essay - to give examples for the use of language of narrative essay - to implement the structure of narrative essay into writing an essay - to implement the language use of narrative essay into writing an essay - to analyze the implementation of narrative essay 19s structure in writing an essay - to analyze the use of narrative essay 19s language in writing an essay	Criteria: 1.- The score for each assignment is given based on the criteria depicted by the Written Composition Profile adapted from the work of Jacobs, et.al (1992) 2.- General guide for scoring Criteria: 3.85 - 100 (A) 4.80 - 84 (A-) 5.75 - 79 (B) 6.70 - 74 (B) 7.65 - 69 (B-) 8.60 - 64 (C) 9.55 - 59 (C) 10.40 - 49 (D) 11.<40 (E)	Lecturing Discussion Writing Practice 2 X 50			0%

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Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
		0%

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. **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.