

	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																																																																																			
English Correspondence		7920202047	Mata Kuliah Pilihan Program Studi	T=2	P=0	ECTS=3.18	6																																																																																			
OTORISASI		Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																																																																				
		Silvy Cinthia Adelia, M.A		Silvy Cinthia Adelia, M.A		ALI MUSTOFA																																																																																				
Model Pembelajaran	Project Based Learning																																																																																									
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																									
	CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan																																																																																								
	CPL-5	Mampu mengaplikasikan konsep dan teori Linguistik dasar dalam Bahasa Inggris untuk merespons beragam fenomena bahasa																																																																																								
	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 distinguish the concept of use English to carry out everyday activities in academic work, such as writing emails, dealing with referees and editors, making phone calls, and socializing at conferences.																																																																																								
	CPMK - 2	Being able to demonstrate the developing ideas and limiting subject of discussion as well as English correspondence writing as the continuation of Academic Writing.																																																																																								
	CPMK - 3	Being able to attach value of being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.																																																																																								
	Matrik CPL - CPMK																																																																																									
		<table border="1" style="width: 100%; text-align: center;"> <tr> <th>CPMK</th> <th>CPL-2</th> <th>CPL-5</th> <th>CPL-11</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> </table>						CPMK	CPL-2	CPL-5	CPL-11	CPMK-1	✓	✓	✓	CPMK-2	✓	✓	✓	CPMK-3	✓	✓	✓																																																																			
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	<table border="1" style="width: 100%; text-align: center;"> <tr> <th rowspan="2">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> <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> </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																
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Deskripsi Singkat MK	This course is a continuation of academic writing course and is designed to help its participants master the concept of use English to carry out everyday activities in academic work, such as writing emails, dealing with referees and editors, making phone calls, and socializing at conferences. Accordingly, the general discussion in this course includes developing ideas and limiting subject of discussion as well as English correspondence writing. To accommodate the achievement of learning outcome, the course is conducted through lecturer's presentation, class discussion, and writing practices for academic purposes.																																																																																									
Pustaka	Utama :																																																																																									
	1. Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer. 2. Wallwork, Adrian. 2014. Email and Commercial Correspondence . New York. Springer. 3. Wallwork, Adrian. 2016. English for Academic Correspondence . Switzerland: Springer																																																																																									
	Pendukung :																																																																																									

Dosen Pengampu							
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	To understand the concept of writing email To construct a proper email	1.to indicate an idea of subject lines 2.to indicate the beginning and ending of email 3.to construct the content of email 4.to construct request and replies 5.to construct a relationship and deciding the level of formality	Kriteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 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) Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Praktikum	Lecturing Discussion Writing Practice 2 X 50		Materi: The Concept of Writing Email Pustaka: <i>Wallwork, Adrian. 2016. English for Academic Correspondence . Switzerland: Springer</i>	5%
2	To understand the concept of writing email To construct a proper email	1.to indicate an idea of subject lines 2.to indicate the beginning and ending of email 3.to construct the content of email 4.to construct request and replies 5.to construct a relationship and deciding the level of formality	Kriteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 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) Bentuk Penilaian : Penilaian Praktikum	Lecturing Discussion Writing Practice 2 X 50		Materi: The Concept of Writing Email Pustaka: <i>Wallwork, Adrian. 2016. English for Academic Correspondence . Switzerland: Springer</i>	5%
3	To understand the concept of writing email To construct a proper email	1.to indicate an idea of subject lines 2.to indicate the beginning and ending of email 3.to construct the content of email 4.to construct request and replies 5.to construct a relationship and deciding the level of formality	Kriteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 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) Bentuk Penilaian : Aktifitas Partisipatif	Lecturing Discussion Writing Practice 2 X 50		Materi: The Concept of Writing Email Pustaka: <i>Wallwork, Adrian. 2016. English for Academic Correspondence . Switzerland: Springer</i>	5%

4	To understand the concept of writing and Responding to ReviewsTo Construct the Writing and Responding to Reviews To communicate with the Editor	- 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 correct requesting and writing an informal review of a colleagues work - to construct writing a peer review to construct a reply to the reviewers reports - to focus only on what need to achieve - to ensure the cover letter is clear and accurate - to make a few changes, describe them in the letter to the editor - to be diplomatic in any emails to check the progress of manuscript	Kriteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 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) Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Praktikum	Lecturing Discussion Writing Practice 2 X 50		Materi: The concept of Writing and responding to Reviews Pustaka: Wallwork, Adrian. 2011. <i>English for Academic Correspondence and Socializing</i> . New York. Springer.	5%
5	To understand the concept of writing and Responding to ReviewsTo Construct the Writing and Responding to Reviews To communicate with the Editor	- 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 correct requesting and writing an informal review of a colleagues work - to construct writing a peer review to construct a reply to the reviewers reports - to focus only on what need to achieve - to ensure the cover letter is clear and accurate - to make a few changes, describe them in the letter to the editor - to be diplomatic in any emails to check the progress of manuscript	Kriteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 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) Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Praktikum	Lecturing Discussion Writing Practice 2 X 50		Materi: The concept of Writing and responding to Reviews Pustaka: Wallwork, Adrian. 2011. <i>English for Academic Correspondence and Socializing</i> . New York. Springer.	5%

6	To understand the concept of writing and Responding to ReviewsTo Construct the Writing and Responding to Reviews To communicate with the Editor	- 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 correct requesting and writing an informal review of a colleagues work - to construct writing a peer review to construct a reply to the reviewers reports - to focus only on what need to achieve - to ensure the cover letter is clear and accurate - to make a few changes, describe them in the letter to the editor - to be diplomatic in any emails to check the progress of manuscript	Kriteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 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) Bentuk Penilaian : Aktifitas Partisipasif	Lecturing Discussion Writing Practice 2 X 50		Materi: The concept of Writing and responding to Reviews Pustaka: Wallwork, Adrian. 2011. <i>English for Academic Correspondence and Socializing</i> . New York. Springer.	5%
7	To understand the concept of Telephone and Telephone CallsTo implement the concept of Telephone and Telephone Calls	- to indicate the structure of objective preparing for and setting up a phone call - to indicate the structure and typical phrases of a telephone message to prepare conference calls - to implement the structure of objective preparing for and setting up a phone call - to implement the structure and typical phrases of a telephone message to implement the conference calls	Kriteria: 1.- The score for each assignment is given based on the criteria depicted by the emails Written Composition Profile adapted from the work of Wallwork (2014) 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) Bentuk Penilaian : Aktifitas Partisipasif	Lecturing Discussion Writing Practice 2 X 50		Materi: The concept of Telephone and Telephone calls Pustaka: Wallwork, Adrian. 2011. <i>English for Academic Correspondence and Socializing</i> . New York. Springer.	5%
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9	Midterms test	1.Students are able to format an Email Correctly, including te subject line, salutation, body, and closing 2.students are able to adresses the purpose of the email effectively, whether it's making an inquiry, giving information, or requesting assistance 3.Student demonstrates cultural sensitivity by adapting communication to the recipient's cultural norms, if relevant	Kriteria: 1.Follows a logical structure with a clear introduction, body, and conclusion. 2.Addresses the primary purpose or objective of the correspondence accurately 3.Communicates ideas clearly and concisely 4.Uses appropriate paragraphing and formatting for readability 5.Avoids cultural stereotypes or biases Bentuk Penilaian : Aktifitas Partisipasif	Project 2 X 50		Materi: Writing An appropriate Email Pustaka: <i>Wallwork, Adrian. 2016. English for Academic Correspondence . Switzerland: Springer</i>	0%
10	To understand how to build a relationship and to decide the level of formality	1.Students are able to differ formal and informal English in emails 2.students are able to adopt an appropriate level of formality when dealing with people of different cultures	Kriteria: Students understanding based on the indicator Bentuk Penilaian : Aktifitas Partisipasif	Lecturing discussion 2x50		Materi: Building a relationship and to decide the level of formality Pustaka: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.</i>	0%
11	To understand how to build a relationship and to decide the level of formality	1.Students are able to differ formal and informal English in emails 2.students are able to adopt an appropriate level of formality when dealing with people of different cultures	Kriteria: Students understanding based on the indicator Bentuk Penilaian : Aktifitas Partisipasif	Lecturing discussion 2x50		Materi: Building a relationship and to decide the level of formality Pustaka: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.</i>	0%
12	To understand Request and Reply	1.Students are able to structure and specify request 2.Students are able to understand the recipient's viewpoint	Kriteria: Students understanding based on the indicator Bentuk Penilaian : Aktifitas Partisipasif	2x50		Materi: Request and Reply Pustaka: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.</i>	0%
13	To understand Request and Reply	1.Students are able to structure and specify request 2.Students are able to understand the recipient's viewpoint	Kriteria: Students understanding based on the indicator Bentuk Penilaian : Aktifitas Partisipasif	2x50		Materi: Request and Reply Pustaka: <i>Wallwork, Adrian. 2011. English for Academic Correspondence and Socializing . New York. Springer.</i>	0%

14	students are able to develop strong interpersonal communication skills for building relationships and rapport in a business context	1.Demonstrates active listening skills in written communication 2.Responds appropriately and professionally to colleagues, clients, or superiors in written correspondence	Kriteria: Students understanding based on the indicator Bentuk Penilaian : Aktifitas Partisipatif	Lecturing discussion 2x50		Materi: Building a relationship and to decide the level of formality Pustaka: Wallwork, Adrian. 2011. <i>English for Academic Correspondence and Socializing</i> . New York. Springer.	5%
15	students are able to practice active listening and responding appropriately to colleagues, clients, and superiors.	1.Demonstrates active listening skills in written communication 2.Responds appropriately and professionally to colleagues, clients, or superiors in written correspondence	Kriteria: Students understanding based on the indicator Bentuk Penilaian : Praktik / Unjuk Kerja	Lecturing discussion 2x50		Materi: Building a relationship and to decide the level of formality Pustaka: Wallwork, Adrian. 2011. <i>English for Academic Correspondence and Socializing</i> . New York. Springer.	5%
16	Final test	Students are able to write an Appropriate Email with some criterias learned	Kriteria: Students understanding based on the indicator Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Project 2x50		Materi: Final Test Pustaka: Wallwork, Adrian. 2011. <i>English for Academic Correspondence and Socializing</i> . New York. Springer.	50%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	32.5%
2.	Penilaian Hasil Project / Penilaian Produk	50%
3.	Penilaian Praktikum	12.5%
4.	Praktik / Unjuk Kerja	5%
		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 prodinya 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** kemampuan 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.
- 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.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal

Koordinator Program Studi S1
Sastra Inggris



ALI MUSTOFA
NIDN 0014067509

UPM Program Studi S1 Sastra
Inggris



NIDN

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