



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 Morphology and Syntax	7920203272	Mata Kuliah Wajib Program Studi	T=3	P=0	ECTS=4.77	3	21 Februari 2025
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
	Dr. Dian Rivia Himmawati, S.S, M.Hum		Dr. Dian Rivia Himmawati, S.S.,M.Hum			Dr. Ali Mustofa, S.S., M.Pd.	

Model Pembelajaran	Project Based Learning
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Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK
CPL-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.
CPL-5	Mampu mengaplikasikan konsep dan teori Linguistik dasar dalam Bahasa Inggris untuk merespons beragam fenomena bahasa
CPL-10	Mampu menghasilkan karya akademik atau non-akademik dengan baik dalam bentuk lisan maupun tulisan untuk beragam audiens dan tujuan
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 communicate and collaborate with peers to analyze and solve English morphology and syntax-related problems
CPMK - 2	Being able to apply theoretical concepts English Morphology and Syntax to analyse and interpret word formation process and sentence structure
CPMK - 3	Being able to utilize linguistic theories to asses the impact of morphological and syntactical variations on meaning and communication across different contexts.
CPMK - 4	Being able to produce clear and coherent presentation and written reports that demonstrate an understanding of English Morphology and Syntax concepts, supported by evidence and critical reasoning.
CPMK - 5	Being able to comprehend and produce English Morphology and Syntax analysis in a product

Matrik CPL - CPMK																															
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																																																							
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Deskripsi Singkat MK	This course aims to provide students with critical analytical skills that are essential for linguistics and related fields, fostering a deeper appreciation for language diversity and complexity. Topics include word formation processes, morphemes, sentence structure, syntactic categories, and their social implications. The course utilizes lectures, interactive discussions, and hands-on activities, encouraging active engagement through real-world examples and collaborative exercises. Assessment methods include exams, class participation to evaluate understanding and application of concepts, and collaborative projects to explore practical applications of morphology and syntax, fostering teamwork and real-world relevance. This course aligns with SDG 4 (Quality Education) by promoting linguistic diversity, and SDG 10 (Reduced Inequalities) by addressing language and identity. By the end of the course, students will critically analyze English language structures and their impact.						
Pustaka	Utama :	<ol style="list-style-type: none"> 1. Harley, Heidi. 2006. English Words.Oxford: Blackwell Publishing 2. McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press. 3. Miller, Jim. 2002. An Introduction to English Syntax. Edinburg: Edinburg University Press 4. Sobin, Nicholas, 2011. Syntatic Analysis The Basics. West Sussex: Willey Blackwell. 5. Fromkin, V., Rodman, R. and Hyams, N. 2011. An Introduction to Language. 9th ed. USA: Heinle 6. Mattiolo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica 7. Lieber, R. 2009. Introducing Morphology. Cambridge: Cambridge University Press 8. Mattiolo, E. . 2013. Extra-grammatical Morphology in English. Berlin: Hubert & Co 9. Plag, Ingo. 2018 Word Formation in English. Cambridge: Cambridge University Press 					
	Pendukung :						
Dosen Pengampu	Dr. Widyastuti, S.S., M.Pd. Dr. Dian Rivia Himmawati, S.S., M.Hum. Lisetyo Ariyanti, S.S., M.Pd. Dr. Fithriyan Inda Nur Abida, S.S., M.Pd. Ayunita Leliana, S.S., M.Pd. Adam Damanhuri, S.S., M.Hum. Cicilia Deandra Maya Putri, S.Hum., 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	Being able to identify a word and its parts: morphemes, roots, affixes and their shapes and describe how these processes contribute to the structure and meaning words	<ol style="list-style-type: none"> 1.Students provide a precise and accurate definition of bound morphemes and free morphemes, distinguishing clearly between them. 2.Students accurately identify roots and affixes in a range of words, demonstrating a deep understanding of their shapes and functions. 3.Students demonstrate a thorough understanding of how affixation changes word structure, providing clear and accurate examples 4.Students accurately explain how affixation affects word meaning, including nuanced changes and providing multiple examples. 	Kriteria: <ol style="list-style-type: none"> 1.Written task (1-100) 2.Answering questions (1-5) Bentuk Penilaian : Aktifitas Partisipasif	Lecturing Hands-on Activity Discussion and Reflection 3 X 50	Individual assignment Hands-on Activity	Materi: A word and its parts: root affixes and their shapes Pustaka: <i>McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.</i> Materi: Pre- and Suf-fix-es: Engl-ish Morph-o-log-y Pustaka: <i>Harley, Heidi. 2006. English Words.Oxford: Blackwell Publishing</i>	2%

2	<p>Being able to apply and analyse different processes of word formation, such as derivation, and inflection, and describe how these processes contribute to the structure and meaning words.</p>	<ol style="list-style-type: none"> 1. Students will clearly define derivation and explain how it involves adding prefixes or suffixes to a base word to create a new word with a different meaning or grammatical function. 2. Students will apply derivational affixes to base words to form new words and explain the change in meaning or grammatical function. 3. Students will define inflection and explain how it modifies a word to express different grammatical features such as tense, number, or case without changing the word's core meaning. 4. Students will correctly inflect base words to show grammatical variations and describe the effect on the word's function in a sentence. 5. Students will examine how each word formation process contributes to the overall meaning and grammatical function of words in context. 6. Students can accurately apply the conversion process to base words, demonstrating how the word's function and meaning change with its new grammatical category. 7. Students can analyze sentences or texts to identify instances of conversion and describe how this process impacts the meaning and grammatical role of the word within the context. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Written task (1-100) 2. Answering Questions (1-5) 3. Group Discussion (1-5) <p>Bentuk Penilaian : Aktifitas Partisipatif</p>	<p>Lecturing Group Discussion Presentation 3 X 50</p>		<p>Materi: A word and its forms: inflection Pustaka: <i>McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.</i></p> <hr/> <p>Materi: A word and its relatives: derivation Pustaka: <i>McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.</i></p> <hr/> <p>Materi: Lexeme formation: the familiar Pustaka: <i>Lieber, R. 2009. Introducing Morphology. Cambridge: Cambridge University Press</i></p>	2%
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3	Being able to apply and analyse different processes of compounding, and describe how these processes contribute to the structure and meaning words.	<ol style="list-style-type: none"> 1. Students will define compounding and explain how it involves combining two or more base words to create a new word with a distinct meaning. 2. Students will create new compound words from existing base words and explain the new word's meaning based on the combination. 3. Students will identify and label the processes of compounding in given words, explaining how each process affects the word's structure and meaning. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Written task (1-100) 2. Answering Questions (1-5) <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecturing Group Discussion Hands-On Activities 3 X 50	Individual work Discussion	<p>Materi: Compound words, blends, and phrasal words</p> <p>Pustaka: <i>McCathy, Andrew Carstairs. 2002. An Introduction to English Morphology (words and their structure). Edinburgh: Edinburgh University Press.</i></p> <hr/> <p>Materi: Lexeme formation: the familiar</p> <p>Pustaka: <i>Lieber, R. 2009. Introducing Morphology. Cambridge: Cambridge University Press</i></p>	2%
4	Being able to apply and analyse different processes of word formation (non affixation) and describe how these processes contribute to the structure and meaning words.	<ol style="list-style-type: none"> 1. Student clearly defines blending and explains how it involves merging parts of two or more words to create a new word with a distinct meaning. 2. Student forms new blended words and explains their meanings based on the combination. 3. Student clearly defines clipping and explains how it involves shortening a longer word to create a new, abbreviated form. 4. Student creates clipped forms of longer words and explains their meanings. 5. Student clearly defines acronyms and explains how they are formed from the initial letters of a phrase to create a new word. 6. Student forms new acronyms and explains their meanings based on the initial letters of phrases. 7. Student can differentiate between acronyms and 	<p>Kriteria: Answering Question (1-100)</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecturing Group Discussion Hands-on Activities 3 X 50	Discussion Individual Work	<p>Materi: Lexeme formation: the familiar</p> <p>Pustaka: <i>Lieber, R. 2009. Introducing Morphology. Cambridge: Cambridge University Press</i></p> <hr/> <p>Materi: Where do Words come from</p> <p>Pustaka: <i>Harley, Heidi. 2006. English Words. Oxford: Blackwell Publishing</i></p> <hr/> <p>Materi: Abbreviation, Blends, Reduplication, Minor Phenomena</p> <p>Pustaka: <i>Mattiolo, E. 2013. Extra-grammatical Morphology in English. Berlin: Hubert & Co</i></p>	2%

		<p>initialisms and apply the correct pronunciation for each.</p> <p>8. Student recognizes reduplicative forms and understand their usage in different contexts.</p> <p>9. Student can identify and understand the relationship between the original word and its backformed counterpart.</p> <p>10. Student uses backformed words appropriately in sentences and understand their grammatical function.</p> <p>11. Student can produce backformed words from given terms and understand the derivational process.</p>				
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5	Being able to apply syntactic theories to analyse diagram structures, demonstrating an understanding of phrase structure rules, sentence constituents, and syntactic dependencies	<ol style="list-style-type: none"> 1. Students can accurately create syntactic diagrams, such as tree diagrams or dependency diagrams, based on syntactic theories (e.g., X-bar theory, dependency grammar). 2. Students apply theoretical constructs, such as phrase structure rules and syntactic categories (e.g., NP, VP, PP), correctly in their diagrams 3. Students correctly identify and apply phrase structure rules to generate syntactic structures 4. Students can form and identify various types of phrases (NPs, VPs, PPs) based on the rules of phrase structure, showing how different elements combine to form larger units. 5. Students can explain how specific phrase structure rules are applied in their analysis and how these rules help in forming grammatical structures. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Practical Assignment 2. Classroom Activities (1-5) <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Lecturing Jigsaw Discussion 3 X 50	Lecturing Individual assignment	<p>Materi: Construction and Constituents Pustaka: <i>Miller, Jim. 2002. An Introduction to English Syntax. Edinburg: Edinburg University Press</i></p> <hr/> <p>Materi: Construction and Constituents Pustaka: <i>Sobin, Nicholas, 2011. Syntactic Analysis The Basics. West Sussex: Willey Blackwell.</i></p>	2%
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6	Being able to apply syntactic theories to analyse diagram structures, demonstrating an understanding of phrase structure rules, sentence constituents, and syntactic dependencies	<ol style="list-style-type: none"> 1. Students can accurately identify the constituents of a sentence, such as subject, predicate, object, and complements. 2. Students apply constituency tests (e.g., substitution, movement, clefting) to verify the constituents 3. Students can identify and explain syntactic dependencies between words and phrases, such as subject-verb agreement or verb-object relationships. 4. Students create accurate dependency diagrams that illustrate the syntactic relationships between words, showing how different elements depend on each other. 5. Students can articulate how syntactic dependencies work and why they are crucial for sentence structure. 6. Students integrate theoretical knowledge from different syntactic theories to analyze complex sentences 7. Students critically evaluate the effectiveness of different syntactic theories in explaining sentence structure and dependencies. 8. Students apply multiple syntactic theories (e.g., generative grammar and dependency grammar) to analyze the same sentence and compare the results. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Practical Assignment 2. Classroom Activities (1-5) <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Lecturing Jlgsaw Discussion 3 X 50	Lecturing Individual assignment	<p>Materi: Construction and Constituents Pustaka: <i>Miller, Jim. 2002. An Introduction to English Syntax. Edinburg: Edinburg University Press</i></p> <hr/> <p>Materi: Construction and Constituents Pustaka: <i>Sobin, Nicholas, 2011. Syntactic Analysis The Basics. West Sussex: Willey Blackwell.</i></p>	2%
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7	Being able to use morphological and syntactical analysis to interpret text, applying theoretical knowledge to real-world linguistic issues.	<p>1. Students will be able to assess how morphological and syntactical variations impact meaning and communication in various contexts.</p> <p>2. Students will be able to develop analytical skills for evaluating linguistic data and its implications for effective communication.</p>	<p>Kriteria: Group Presentation (1-10)</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	<p>Group Discussion Contextual Analysis: Text samples from different contexts (e.g., formal academic writing, informal social media posts, business correspondence). Presentation</p> <p>Instructions: Contextual Analysis: Assign different texts to student groups, each representing a different context. Identification: Each group identifies and analyzes morphological and syntactical features specific to their text's context. Variation Assessment: Groups assess how context influences morphological choices (e.g., formality) and syntactical structures (e.g., complexity). Report: Groups present their findings, focusing on the impact of context on linguistic variation. 3 X 50</p>	<p>Group Discussion Contextual Analysis: Text samples from different contexts (e.g., formal academic writing, informal social media posts, business correspondence). Presentation</p>	<p>Materi: New Development in morphology Pustaka: <i>Plag, Ingo. 2018 Word Formation in English. Cambridge University Press</i></p> <p>Materi: Fundamental English Syntax Pustaka: <i>Miller, Jim. 2002. An Introduction to English Syntax. Edinburg: Edinburg University Press</i></p> <p>Materi: Language and society Pustaka: <i>Fromkin, V., Rodman, R. and Hyams, N. 2011. An Introduction to Language. 9th ed. USA: Heinle</i></p>	5%
8	Being able to apply the understanding of morphology and syntax concepts to analyse text or spoken discours	Students will be able to synthesize morphology and syntax concept discussed on week 1 until week 2 to analyse text	<p>Kriteria: 1-100 (Mid Test)</p> <p>Bentuk Penilaian : Tes</p>	Text Analysis Questions and Answers (Mid Test) 3 X 50		<p>Materi: All materials given in meeting 1-7 Pustaka:</p>	20%
9	Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field.	<p>1. Students will analyze the morphology and syntax of contemporary English slang terms and their evolution over time.</p> <p>2. Students will investigate how slang reflects changes in language structure and usage, and present their findings in a comprehensive report, presentation and making games</p>	<p>Kriteria: Presentasi Portfolio</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	<p>1. Introduction and Research: Background Reading: Students start with an overview of morphological and syntactic theories relevant to slang and informal language. 2. Slang Selection: Each student or group selects a set of modern slang terms to study, focusing on their morphological structure (e.g., compounding, blending, affixation) and syntactic usage (e.g., phrase structure, sentence placement). 3 X 50</p>	<p>1. Introduction and Research: Background Reading: Students start with an overview of morphological and syntactic theories relevant to slang and informal language. 2. Slang Selection: Each student or group selects a set of modern slang terms to study, focusing on their morphological structure (e.g., compounding, blending, affixation) and syntactic usage (e.g., phrase structure, sentence placement).</p>	<p>Materi: Slang Pustaka: <i>Mattiolo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica</i></p>	5%

10	Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field.	<ol style="list-style-type: none"> 1.Students collect examples of their chosen slang terms from various sources, such as social media, music lyrics, and online forums 2.Students analyze the morphological processes involved in the formation of these slang terms (e.g., how words are shortened or combined). 3.Students examine how these slang terms fit into sentences and their impact on syntactic structures. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Presentasi Portfolio 2.log book <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	Data Collection and analysis 6 X 50	Data collection and analysis	<p>Materi: Slang Pustaka: <i>Mattiolo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica</i></p>	5%
11	Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field.	<ol style="list-style-type: none"> 1.Students collect examples of their chosen slang terms from various sources, such as social media, music lyrics, and online forums 2.Students analyze the morphological processes involved in the formation of these slang terms (e.g., how words are shortened or combined). 3.Students examine how these slang terms fit into sentences and their impact on syntactic structures. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Presentasi Portfolio 2.log book <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	Data Collection and analysis 6 X 50	Data collection and analysis	<p>Materi: Slang Pustaka: <i>Mattiolo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica</i></p>	5%

12	Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field.	<p>1. Students write a detailed report that includes: * The history and origin of each slang term. * Morphological processes used in the creation of these terms. * Syntactic patterns and how these terms are integrated into modern English syntax.</p> <p>2. Students create a presentation summarizing their findings. This could include slides, examples of slang usage in context, and a brief discussion on the sociolinguistic implications of these terms.</p> <p>3. Students present their findings to the class, followed by a Q&A session where peers can ask questions and provide feedback</p>	<p>Kriteria: Presentasi Portofolio</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Portofolio</p>	Report Writing Presentation Class Discussion and Reflection: Peer Review Reflection Paper: 3 X 50		<p>Materi: Slang Pustaka: <i>Mattiolo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica</i></p>	10%
13	Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field.	Students develop prototype of the game	<p>Kriteria: Presentasi Portofolio</p> <p>Bentuk Penilaian : Penilaian Portofolio</p>	3 X 50	Brainstorming Session to make games related to English Slang	<p>Materi: Slang Pustaka: <i>Mattiolo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica</i></p>	2%
14	Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field.	Students design the game board, cards, rules, and other components based on their concept outline.	<p>Kriteria: 1. portfolio 2. log book</p> <p>Bentuk Penilaian : Penilaian Portofolio</p>	Developing games related to English Slang 3 X 50	Brainstorming Session to make games related to English Slang	<p>Materi: Slang Pustaka: <i>Mattiolo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica</i></p>	6%
15	Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field.	Students playtest each other's games, focusing on how well the game incorporates and teaches slang's morphological and syntactical features	<p>Kriteria: -</p> <p>Bentuk Penilaian : Penilaian Portofolio</p>	Game playtesting 3 X 50	Game playtesting	<p>Materi: Slang Pustaka: <i>Mattiolo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica</i></p>	10%

16	Being able to create an academic product related to English morphology and syntax, demonstrating proficiency in understanding scholarly discussion in the field.	students present their final games, explaining the design choices and educational objectives.	Kriteria: 1. Peer Review 2. Game Design and Development 3. Presentation and Reflection Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Game Presentation and Reflection 3 X 50	Game Presentation and Reflection	Materi: Slang Pustaka: <i>Mattiolo, E. 2008. A Description of its Morphology, Semantics and Sociology. Milan: Polimetrica</i>	20%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	35%
2.	Penilaian Hasil Project / Penilaian Produk	10%
3.	Penilaian Portofolio	30.5%
4.	Praktik / Unjuk Kerja	4.5%
5.	Tes	20%
		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-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. Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria 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.

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Koordinator Program Studi S1
Sastra Inggris



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