



**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
Functional Grammar	7920203281	Mata Kuliah Wajib Program Studi	T=3	P=0	ECTS=4.77	2	22 November 2024
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
			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
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CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
CPL-5	Mampu mengaplikasikan konsep dan teori Linguistik dasar dalam Bahasa Inggris untuk merespons beragam fenomena bahasa
CPL-7	Mampu mengaplikasikan konsep dan teori budaya untuk menganalisis serta merespons fenomena sosial budaya dengan cara yang responsif terhadap budaya
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)	
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CPMK - 1	Critically Evaluate Language Use
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Matrik CPL - CPMK	
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	CPMK	CPL-3	CPL-5	CPL-7	CPL-11
CPMK-1				✓	

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	
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		Minggu Ke															
	CPMK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1																	

Deskripsi Singkat MK
 This course equips students with practical skills in applying functional grammar principles to analyze and interpret language in real-world contexts. It integrates theoretical foundations with hands-on application, emphasizing the functional perspective of grammar and its relevance in understanding how language functions in communication. The Students will be introduced to the framework for analyzing grammar and meaning along three dimensions: (1) how language represents states and activities, (2) how language functions in the interaction between people, and (3) how information is structured in sentences and texts. Through theoretical inputs and practical activities, students will raise their awareness of how language users convey meaning through their choice of words and grammatical structures in specific situations. The course will additionally include analyses of authentic texts in various genres, touching upon various SDG issues focused on gender equality (SDG 5), reduced inequality (SDG 10), and no poverty (SDG 1). This course will use a range of assessment tasks including gender text analyses and interpretation, projects, and written tests. By the end of the course, the students will deepen their understanding of grammatical structures and their functional significance in various genres while also carrying out critical analyses and developing collaboration skills essential for future academic and professional endeavors.

Pustaka

Utama :

1. Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.
2. Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.
3. Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group
4. Fontaine, L. (2012). Analysing English grammar: A systemic functional introduction. Cambridge University Press.
5. Martin, J. R. (1992). English Text: System and Structure. Benjamins.

Pendukung :	
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Dosen Pengampu		Dr. Dian Rivia Himmawati, S.S., M.Hum. Lisetyo Ariyanti, S.S., M.Pd. Ayunita Leliana, S.S., M.Pd. Fariq Shiddiq Tasaufy, S.S., M.Hum. Cicilia Deandra Maya Putri, S.Hum., M.A.					
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 introduce the course outline	1.To conduct and follow the class accordingly 2.To make necessary preparation	Kriteria: none Bentuk Penilaian : Aktifitas Partisipasif, Tes	Speech Class discussion 3 X 50		Materi: introduction to functional grammar Pustaka: <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i> Materi: introduction to functional grammar Pustaka: <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i> Materi: introduction to functional grammar Pustaka: <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i>	3%

2	To identify the part of speech, class, and function in functional grammar	<p>1.To differentiate functional grammar features from traditional grammar's</p> <p>2.To apply functional grammar feature</p>	<p>Kriteria: none</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Tes</p>	SpeechIndividual practice 6 X 50		<p>Materi: part of speech, class, and function in functional grammar</p> <p>Pustaka: <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p>Materi: part of speech, class, and function in functional grammar</p> <p>Pustaka: <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p>Materi: part of speech, class, and function in functional grammar</p> <p>Pustaka: <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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3	To identify the part of speech, class, and function in functional grammar	<p>1.To differentiate functional grammar features from traditional grammar's</p> <p>2.To apply functional grammar feature</p>	<p>Kriteria: none</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	SpeechIndividual practice 6 X 50		<p>Materi: differentiate functional grammar features from traditional grammar's and apply functional grammar features</p> <p>Pustaka: <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p>Materi: differentiate functional grammar features from traditional grammar's and apply functional grammar features</p> <p>Pustaka: <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p>Materi: differentiate functional grammar features from traditional grammar's and apply functional grammar features</p> <p>Pustaka: <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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4	To determine rank shift in sentences	1.To organize rank scale 2.To classify rank shift in sentences	Kriteria: none Bentuk Penilaian : Aktifitas Partisipasif	Speech Class discussion Individual practice 3 X 50		Materi: rank shift in sentences Pustaka: <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i> Materi: rank shift in sentences Pustaka: <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i> Materi: rank shift in sentences Pustaka: <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i>	3%
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5	To determine main functional components	<p>1.To identify three main function components of nominal group</p> <p>2.To utilize three main function components of nominal group in sentences</p>	<p>Kriteria: none</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	SpeechIndividual practice 3 X 50		<p>Materi: main functional components Pustaka: <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <p>Materi: main functional components Pustaka: <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <p>Materi: main functional components Pustaka: <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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6	To determine process types	<p>1.To identify the seven types of processes</p> <p>2.To utilize process types in sentences</p>	<p>Kriteria: none</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Tes</p>	SpeechClass discussion 6 X 50		<p>Materi: process types Pustaka: <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p>Materi: process types Pustaka: <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p>Materi: process types Pustaka: <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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7	To determine process types	<p>1.To identify the seven types of processes</p> <p>2.To utilize process types in sentences</p>	<p>Kriteria: none</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Tes</p>	SpeechClass discussion 6 X 50		<p>Materi: process types Pustaka: <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p>Materi: process types Pustaka: <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p>Materi: process types Pustaka: <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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8	To achieve the course learning outcome being able to account for the framework of systemic functional analysis being able to reflect on the relationship between the wording of a text and its communicative goals	To analyze nominal groups and process types in the selected text	Kriteria: none Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes	Take-home exam 3 X 50		Materi: nominal groups and process types in the selected text Pustaka: <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i> Materi: nominal groups and process types in the selected text Pustaka: <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i> Materi: nominal groups and process types in the selected text Pustaka: <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i>	4%
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9	To evaluate experiential meanings	<p>1.To identify the experiential meaning</p> <p>2.To analyse the experiential meaning in selected texts</p>	<p>Kriteria: none</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>SpeechSmall group discussionSelf- paced text analysis 6 X 50</p>		<p>Materi: experiential meanings Pustaka: <i>Butt, D,</i> <i>Fahey, R,</i> <i>Feez, S,</i> <i>Spinks, S,</i> <i>Yallop, C.</i> <i>2000. Using</i> <i>Functional</i> <i>Grammar An</i> <i>Explorers</i> <i>Guide.</i> <i>Sydney.</i> <i>National</i> <i>Centre for</i> <i>English</i> <i>Language</i> <i>Teaching and</i> <i>Research.</i></p> <hr/> <p>Materi: experiential meanings Pustaka: <i>Thompson,</i> <i>Geoff. 2014.</i> <i>Introducing</i> <i>Functional</i> <i>Grammar, 3rd</i> <i>Edition. New</i> <i>York.</i> <i>Routledge.</i></p> <hr/> <p>Materi: experiential meanings Pustaka: <i>Halliday,</i> <i>MAK,</i> <i>Matthiesen,</i> <i>CMIM. 2001.</i> <i>An</i> <i>Introduction to</i> <i>Functional</i> <i>Grammar, 3rd</i> <i>Edition.</i> <i>London.</i> <i>Hodder</i> <i>Headline</i> <i>Group</i></p>	3%
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10	To evaluate experiential meanings	<p>1.To identify the experiential meaning</p> <p>2.To analyse the experiential meaning in selected texts</p>	<p>Kriteria: none</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	SpeechSmall group discussionSelf-paced text analysis 6 X 50		<p>Materi: experiential meanings</p> <p>Pustaka: <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p>Materi: experiential meanings</p> <p>Pustaka: <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p>Materi: experiential meanings</p> <p>Pustaka: <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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11	To evaluate interpersonal Meaning	<p>1.To identify the interpersonal meaning</p> <p>2.To analyse the interpersonal meaning in selected texts</p>	<p>Kriteria: none</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	SpeechSmall group discussionSelf-paced text analysis 6 X 50		<p>Materi: interpersonal Meaning Pustaka: <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p>Materi: interpersonal Meaning Pustaka: <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p>Materi: interpersonal Meaning Pustaka: <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	3%
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12	To evaluate interpersonal Meaning	<p>1.To identify the interpersonal meaning</p> <p>2.To analyse the interpersonal meaning in selected texts</p>	<p>Kriteria: none</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	<p>SpeechSmall group discussionSelf-paced text analysis 6 X 50</p>		<p>Materi: interpersonal Meaning Pustaka: <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p>Materi: interpersonal Meaning Pustaka: <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p>Materi: interpersonal Meaning Pustaka: <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	4%
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13	To evaluate textual Meaning	<p>1.To identify the textual meaning</p> <p>2.To analyse the textual meaning in selected texts</p>	<p>Kriteria: none</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	<p>SpeechSmall group discussionSelf- paced text analysis 6 X 50</p>		<p>Materi: textual Meaning Pustaka: <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p>Materi: textual Meaning Pustaka: <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p>Materi: textual Meaning Pustaka: <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	4%
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14	To evaluate textual Meaning	<p>1.To identify the textual meaning</p> <p>2.To analyse the textual meaning in selected texts</p>	<p>Kriteria: none</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>SpeechSmall group discussionSelf- paced text analysis 6 X 50</p>		<p>Materi: textual Meaning Pustaka: <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p>Materi: textual Meaning Pustaka: <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p>Materi: textual Meaning Pustaka: <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	4%
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15	To evaluate texts	<p>1.To analyze the types of meaning 2.To appraise the text</p>	<p>Kriteria: none</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>Group text analysis (Deadline: week 15) 3 X 50</p>		<p>Materi: evaluate texts Pustaka: <i>Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. Using Functional Grammar An Explorers Guide. Sydney. National Centre for English Language Teaching and Research.</i></p> <hr/> <p>Materi: evaluate texts Pustaka: <i>Thompson, Geoff. 2014. Introducing Functional Grammar, 3rd Edition. New York. Routledge.</i></p> <hr/> <p>Materi: evaluate texts Pustaka: <i>Halliday, MAK, Matthiesen, CMIM. 2001. An Introduction to Functional Grammar, 3rd Edition. London. Hodder Headline Group</i></p>	4%
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16	To achieve the 3rd CLO being able to use the framework of systemic functional grammar to analyze and discuss a text with appropriate use of secondary sources	1. To evaluate selected text 2. To compose an analysis of the selected text	Kriteria: none Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Take-home exam Deadline: June 2021 3 X 50		Materi: evaluate and compose an analysis of the selected text Pustaka: Butt, D, Fahey, R, Feez, S, Spinks, S, Yallop, C. 2000. <i>Using Functional Grammar An Explorers Guide.</i> Sydney. National Centre for English Language Teaching and Research. Materi: evaluate and compose an analysis of the selected text Pustaka: Thompson, Geoff. 2014. <i>Introducing Functional Grammar, 3rd Edition.</i> New York. Routledge. Materi: evaluate and compose an analysis of the selected text Pustaka: Halliday, MAK, Matthiesen, CMIM. 2001. <i>An Introduction to Functional Grammar, 3rd Edition.</i> London. Hodder Headline Group	50%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	23.16%
2.	Penilaian Hasil Project / Penilaian Produk	50%
3.	Penilaian Portofolio	8.16%
4.	Praktik / Unjuk Kerja	8.16%
5.	Tes	10.5%
		99.98%

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. **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

UPM Program Studi S1 Sastra
Inggris



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

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