## RENCANA PEMBELAJARAN SEMESTER

| **MATA KULIAH (MK)** | **KODE** | **Rumpun MK** | **BOBOT (sks)** | | | **SEMESTER** | **Tgl Penyusunan** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Paragraph Writing** | 7920202145 |  | **T=2** | **P=0** | **ECTS=3.18** | 2 | 22 Februari 2025 |

| **OTORISASI** | **Pengembang RPS** | **Koordinator RMK** | **Koordinator Program Studi** |
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|  | ...................................... | ...................................... | Dr. Ali Mustofa, S.S., M.Pd. |

| **Model Pembelajaran** | **Case Study** |
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| **Capaian Pembelajaran (CP)** | **CPL-PRODI yang dibebankan pada MK** |
|  | **Capaian Pembelajaran Mata Kuliah (CPMK)** |
|  | **Matrik CPL - CPMK** |
|  | CPMK |
|  | **Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)** |

| CPMK | Minggu Ke | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |

| **Deskripsi Singkat MK** | This study contains basic writing elements, which focuses on the parts of a paragraph, paragraph support and development, and peer editing through contractive feedback. This subject covers four types of paragraphs, i.e. descriptive, opinion, comparison/contrast, and problem/solution paragraphs. |
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| **Pustaka** | **Utama :** |
| --- | --- |
|  | 1. <br> (1) Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. *Writing Essays* . London: Macmillan Education. <br> (2) Oshima, Alice and Ann Hogue. 2006. *Writing Academic English* . New York: Longman |
|  | **Pendukung :** |
|  |  |

| **Dosen Pengampu** | Hujuala Rika Ayu, S.S., M.A. <br> Dr. Fithriyah Inda Nur Abida, S.S., M.Pd. <br> Mamik Tri Wedawati, S.S., M.Pd. <br> Ayunita Leliana, S.S., M.Pd. |
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| 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 belonged to the process of writing To implement the first concept (pre-writing) belonged to the process of writing in paragraph writing | · To indicate the process of writing a paragraph · To select and narrow a topic · To construct ideas |  | · Lecturing · Discussion Writing Practice 2 X 50 |  |  | 0% |
| 2 | To understand the concept of a paragraph structure in paragraph writing | · to show examples of a paragraph · to give exmaples of the parts of a paragraph to give examples of the best topic sentences |  | · Lecturing · Discussion Writing Practice 2 X 50 |  |  | 0% |

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| 3 | To analyze the implementation of paragraph structure concept in paragraph writing | · to give examples of a paragraph's concluding sentence · to give an example of the correct organization of a topic sentence, supporting sentences, and a concluding sentence in a paragraph to give peer editing of a given paragraph | | · Lecturing · Discussion Writing Practice 2 X 50 | | | 0% |
| 4 | · To understand the concept of descriptive paragraphs· To implement adjectives and phrases in writing descriptive paragraph To implement connecting words and phrases in describing a process | 1.· To give examples of adjectives to describe looks or feels 2.· To give examples of connecting words and phrases to decribe a proces 3.To organize descriptive paragraphs | | · Lecturing· Discussion Writing Practice 6 X 50 | | | 0% |
| 5 | · To understand the concept of descriptive paragraphs· To implement adjectives and phrases in writing descriptive paragraph To implement connecting words and phrases in describing a process | 1.· To give examples of adjectives to describe looks or feels 2.· To give examples of connecting words and phrases to decribe a proces 3.To organize descriptive paragraphs | | · Lecturing· Discussion Writing Practice 6 X 50 | | | 0% |
| 6 | · To understand the concept of descriptive paragraphs· To implement adjectives and phrases in writing descriptive paragraph To implement connecting words and phrases in describing a process | 1.· To give examples of adjectives to describe looks or feels 2.· To give examples of connecting words and phrases to decribe a proces 3.To organize descriptive paragraphs | | · Lecturing· Discussion Writing Practice 6 X 50 | | | 0% |
| 7 | To understand the concept of opinion paragraphsTo implement the organization of opinion paragraphs | 1.· To distinguish between facts and opinions 2.· To appply modal auxiliaries to introduce opinions 3.· To apply causal adverb for expressing opinions 4.To organize paragraphs expressing opinions and arguments | | · Lecturing· Discussion Writing Practice 6 X 50 | | | 0% |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 8 | To understand the concept of opinion paragraphsTo implement the organization of opinion paragraphs | 1.· To distinguish between facts and opinions 2.· To appply modal auxiliaries to introduce opinions 3.· To apply causal adverb for expressing opinions 4.To organize paragraphs expressing opinions and arguments | | · Lecturing· Discussion Writing Practice 6 X 50 | | | | 0% |
| 9 | To understand the concept of opinion paragraphsTo implement the organization of opinion paragraphs | 1.· To distinguish between facts and opinions 2.· To appply modal auxiliaries to introduce opinions 3.· To apply causal adverb for expressing opinions 4.To organize paragraphs expressing opinions and arguments | | · Lecturing· Discussion Writing Practice 6 X 50 | | | | 0% |
| 10 | To understand the concept of descriptive paragraphs To understand the concept of opinion paragraphs | 1.To organize a descriptive paragraph 2.To organize an opinion paragraph | | Written test 2 X 50 | | | | 0% |
| 11 | To understand the concept of comparisonTo understand the concept of contrastTo implement connecting words to compare and contrast topicsTo implement the organization of comparison/ contrast paragraphs | 1.To apply the comparative and contrastive structure properly 2.To state similarities and differences using 2 different methods 3.To state advantages and disadvantages of given topics | | LecturingDiscussionWriting Practice 4 X 50 | | | | 0% |
| 12 | To understand the concept of comparisonTo understand the concept of contrastTo implement connecting words to compare and contrast topicsTo implement the organization of comparison/ contrast paragraphs | 1.To apply the comparative and contrastive structure properly 2.To state similarities and differences using 2 different methods 3.To state advantages and disadvantages of given topics | | LecturingDiscussionWriting Practice 4 X 50 | | | | 0% |
| 13 | · To understand the organization of problem/solution paragraphs· To implement real conditional | 1.To apply 3 simple steps to write problems 2.To use particular phrases to link a solution paragraph to a problem paragraph 3.To state strong solutions | | LecturingDiscussionWriting Practice 2 X 50 | | | | 0% |

| 14 | · To understand the organization of problem/solution paragraphs· To implement real conditional | 1.To apply 3 simple steps to write problems 2.To use particular phrases to link a solution paragraph to a problem paragraph 3.To state strong solutions | | LecturingDiscussionWriting Practice 2 X 50 | | | 0% |
|---|---|---|---|---|---|---|---|
| 15 | · To understand the organization of problem/solution paragraphs· To implement real conditional | 1.To apply 3 simple steps to write problems 2.To use particular phrases to link a solution paragraph to a problem paragraph 3.To state strong solutions | | LecturingDiscussionWriting Practice 2 X 50 | | | 0% |
| 16 | · To understand the concept of comparison/ contrast paragraphs · To understand the concept of problem/solution paragraphs | 1.To organize a comparison/ contrast paragraph 2.To organize a problem/solution paragraph | | Written test 2 X 50 | | | 0% |

**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 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, ketrampulan 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.