



**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  |
|---------------------|---------------------------|---------------------------------|-------------------|------------------------------|-----------------|
| Poetry Appreciation | 7920203152                | Mata Kuliah Wajib Program Studi | T=3 P=0 ECTS=4.77 | 3                            | 27 Agustus 2024 |
| OTORISASI           | Pengembang RPS            |                                 | Koordinator RMK   | Koordinator Program Studi    |                 |
|                     | Zulidyana Dwi Rusnalasari |                                 | Hujuala Rika Ayu  | Dr. Ali Mustofa, S.S., M.Pd. |                 |

| <b>Model Pembelajaran</b>  | Case Study  |           |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|--|---|-----------|-------|-------|--------|--------|--------|---|---|----|----|--------|----|----|----|----|--------|---|---|---|---|--------|---|---|---|---|----|----|----|----|----|----|----|--------|---|--|--|---|--|--|--|--|--|--|--|---|--|--|--|--|--------|--|---|--|--|---|--|--|--|--|--|---|--|--|--|--|--|--------|--|--|---|--|--|---|---|--|--|---|--|--|---|--|---|--|--------|--|--|--|--|--|--|--|---|---|--|--|--|--|--|---|---|
| <b>Capaian Pembelajaran (CP)</b>   | <b>CPL-PRODI yang dibebankan pada MK</b>  |           |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|  | <b>CPL-1</b> Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya  |           |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|  | <b>CPL-2</b> Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan   |           |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|  | <b>CPL-6</b> Mampu memahami, menganalisis, dan menginterpretasikan karya sastra dan non-sastra dalam berbagai genre dan moda komunikasi   |           |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|  | <b>CPL-10</b> Mampu menghasilkan karya akademik atau non-akademik dengan baik dalam bentuk lisan maupun tulisan untuk beragam audiens dan tujuan  |           |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|  | <b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>  |           |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|  | <b>CPMK - 1</b> Being able to advocate cultural diversity in various interactions that involve different cultures   |           |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|  | <b>CPMK - 2</b> Being able to critically evaluate the themes and messages of poetry, including the use of historical, social, and cultural contexts   |           |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|  | <b>CPMK - 3</b> Being able to produce personal responses to poetry through reflective writing, discussion, and presentation, and apply critical thinking skills to engage with the text   |           |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|  | <b>CPMK - 4</b> Being able to advocate cultural diversity in various interactions that involve different cultures   |           |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|  | <b>Matrik CPL - CPMK</b>  |           |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|  | <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>CPMK</th> <th>CPL-1</th> <th>CPL-2</th> <th>CPL-6</th> <th>CPL-10</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td style="text-align: center;">✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CPMK-3</td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>CPMK-4</td> <td></td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table> | CPMK      | CPL-1 | CPL-2 | CPL-6  | CPL-10 | CPMK-1 | ✓ |   |    |    | CPMK-2 |    |    |    |    | CPMK-3 |   |   |   | ✓ | CPMK-4 |   |   |   | ✓ |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|  | CPMK  | CPL-1     | CPL-2 | CPL-6 | CPL-10 |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|  | CPMK-1  | ✓         |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
|  | CPMK-2  |           |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
| CPMK-3   |   |           |       | ✓     |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
| CPMK-4   |   |           |       | ✓     |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
| <b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>  |   |           |       |       |        |        |        |   |   |    |    |        |    |    |    |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
| <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <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> </thead> <tbody> <tr> <td>CPMK-1</td> <td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-2</td> <td></td><td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-3</td> <td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td style="text-align: center;">✓</td><td></td> </tr> <tr> <td>CPMK-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> </tbody> </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 |  |  | ✓ |  |  | ✓ | ✓ |  |  | ✓ |  |  | ✓ |  | ✓ |  | CPMK-4 |  |  |  |  |  |  |  | ✓ | ✓ |  |  |  |  |  | ✓ | ✓ |
| 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   |   |           | ✓     |       |        | ✓      | ✓      |   |   | ✓  |    |        | ✓  |    | ✓  |    |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |
| CPMK-4   |   |           |       |       |        |        |        | ✓ | ✓ |    |    |        |    |    | ✓  | ✓  |        |   |   |   |   |        |   |   |   |   |    |    |    |    |    |    |    |        |   |  |  |   |  |  |  |  |  |  |  |   |  |  |  |  |        |  |   |  |  |   |  |  |  |  |  |   |  |  |  |  |  |        |  |  |   |  |  |   |   |  |  |   |  |  |   |  |   |  |        |  |  |  |  |  |  |  |   |   |  |  |  |  |  |   |   |

| <b>Deskripsi Singkat MK</b> |  | This course is designed to train students in the art of appreciating poetry. Focuses upon the formal properties of poetry and studies the conventions of the genre as it develops within or across historical periods and/or cultures. The first part of the class will introduce a variety of short poems and educate students in skills necessary for reading and understanding poetry. They also will learn how to scan lines for meter and rhythm; learn how to do simple analysis to the use of figures of speech such as metaphor, metonymy, personification, allusion and so on; and they also will identify and appreciate techniques of sound and structure for better understanding and appreciating poetry works. The course will modify the method of lecturing, performance, group discussion, question and answer, and peer assessment. |   |   |                 |   |                     |
|-----------------------------|--|---|---|---|-----------------|---|---------------------|
| <b>Pustaka</b>              |  | <b>Utama :</b><br>1. Kennedy, X. J. and Dana Gioia (2002) <i>An Introduction to Poetry</i> . New York: Longman<br>2. Wolosky, Shira (2001) <i>The Art of Poetry. How to Read A Poem</i> . Oxford: OUP, Inc. Supplementary readings:<br>3. Barnett, Sylvan. et al (2000) <i>An Introduction to Literature</i> . New York: HarperCollins College Publishers<br>4. Capella, David and Wormser, Baron (2000) <i>Teaching the Art of Poetry: The Moves</i> . Mahwah, NJ: Lawrence Erlbaum Associates<br><br><b>Pendukung :</b><br>1. Handouts  |   |   |                 |   |                     |
| <b>Dosen Pengampu</b>       |  | Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.<br>Kenya Permata Kusumadewi, S.S., M.Pd.<br>Dr. Zulidyana Dwi Rusnalasari, M.Hum.<br>Ayu Saraswati, M.Hum.<br>Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.<br>Uci Elly Kholidah, S.S., M.A.<br>Suyanti Fatma Umayfa, S.S., M.A.   |   |   |                 |   |                     |
| Mg Ke-                      | Kemampuan akhir tiap tahapan belajar (Sub-CPMK)  | Penilaian   |   | Bentuk 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                           | 1. Being able to analyse elements of poems using TPCASTT through a poster project<br>2. Being able to explicate selected poems | - To be able to identify the definition of poetry, read the poetry of "STOPPING BY WOODS ON A SNOWY EVENING", the ages of poetry - To be able to explain what is poetry and the ages of poetry  | <b>Kriteria:</b><br>Introduction to Poetry<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | - Asking students to prepare today's material - Discussion, lecture - Question-answer<br>2 X 50 |                 | <b>Materi:</b><br>Introduction to Poetry<br><b>Pustaka:</b><br><i>Kennedy, X. J. and Dana Gioia (2002) An Introduction to Poetry</i> . New York: Longman  | 5%                  |
| 2                           | 1. Being able to analyse elements of poems using TPCASTT through a poster project<br>2. Being able to explicate selected poems | - To be able to identify the definition of poetry, read the poetry of "STOPPING BY WOODS ON A SNOWY EVENING", the ages of poetry - To be able to explain what is poetry and the ages of poetry  | <b>Kriteria:</b><br>Introduction to Poetry<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif | - Asking students to prepare today's material - Discussion, lecture - Question-answer<br>2 X 50 |                 | <b>Materi:</b><br>Introduction to Poetry<br><b>Pustaka:</b><br><i>Kennedy, X. J. and Dana Gioia (2002) An Introduction to Poetry</i> . New York: Longman<br><br><b>Materi:</b><br>Anamatopia<br><b>Pustaka:</b><br><i>Wolosky, Shira (2001) The Art of Poetry. How to Read A Poem</i> . Oxford: OUP, Inc. Supplementary readings: | 5%                  |

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| 3 | <p>1. Being able to analyse elements of poems using TPCASTT through a poster project</p> <p>2. Being able to explicate selected poems</p>   | <p>- To be able to identify the definition of poetry, read the poetry of "STOPPING BY WOODS ON A SNOWY EVENING", the ages of poetry - To be able to explain what is poetry and the ages of poetry</p> | <p><b>Kriteria:</b><br/>Understanding TPCASTT</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p>                              | <p>- Asking students to prepare today's material - Discussion, lecture - Question-answer<br/>2 X 50</p> |  | <p><b>Materi:</b><br/>TPCASTT<br/><b>Pustaka:</b><br/><i>Wolosky, Shira (2001) The Art of Poetry. How to Read A Poem . Oxford: OUP, Inc. Supplementary readings:</i></p>                | 5% |
| 4 | <p>- To understand and identify the use of imagery</p>  | <p>1. Student are able to understand TPCASTT</p> <p>2. Student are able to applying TPCASTT</p>   | <p><b>Kriteria:</b><br/>written and oral</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk</p>               | <p>Brief explanation and applying TPCASTT<br/>2 X 50</p>  |  | <p><b>Materi:</b><br/>TPCASTT<br/><b>Pustaka:</b><br/><i>Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company</i></p>           | 5% |
| 5 | <p>- To understand and identify the use of imagery</p>  | <p>1. Student are able to understand TPCASTT</p> <p>2. Student are able to applying TPCASTT</p>   | <p><b>Kriteria:</b><br/>written and oral</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk</p>               | <p>Brief explanation and applying TPCASTT<br/>2 X 50</p>  |  | <p><b>Materi:</b><br/>TPCASTT<br/><b>Pustaka:</b><br/><i>Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company</i></p>           | 5% |
| 6 | <p>- To understand and identify the use of imagery</p>  | <p>1. Student are able to understand TPCASTT</p> <p>2. Student are able to applying TPCASTT</p>   | <p><b>Kriteria:</b><br/>Exhibition of Analysis TPCASTT</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk</p> | <p>Brief explanation and applying TPCASTT<br/>2 X 50</p>  |  | <p><b>Materi:</b><br/>TPCASTT<br/><b>Pustaka:</b><br/><i>Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company</i></p>           | 5% |
| 7 | <p>1. Being able to write responses to others' poem analysis</p> <p>2. Being able to summarise important elements of an article on language/literature</p> <p>3. Being able to produce a scholarly essay of 2000-2500 words on language or literature</p> | <p>Point out 3 examples of cultural bumps in the case</p>   | <p><b>Kriteria:</b><br/>written and oral</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipasif</p>                                   |   |  | <p><b>Materi:</b><br/>Explication of Poetry<br/><b>Pustaka:</b><br/><i>Barnett, Sylvan. et al (1995) An Introduction to Literature . New York: HarperCollins College Publishers</i></p> | 5% |

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| 8  | <p>1. Being able to write responses to others' poem analysis</p> <p>2. Being able to summarise important elements of an article on language/literature</p> <p>3. Being able to produce a scholarly essay of 2000-2500 words on language or literature</p> | Point out 3 examples of cultural bumps in the case | <p><b>Kriteria:</b></p> <p>1. written and oral</p> <p>2. Midterm</p> <p><b>Bentuk Penilaian :</b></p> <p>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p> | Reading some poetry   |  | <p><b>Materi:</b></p> <p>Explication of Poetry</p> <p><b>Pustaka:</b></p> <p><i>Barnett, Sylvan. et al (1995) An Introduction to Literature . New York: HarperCollins College Publishers</i></p>  | 20% |
| 9  | <p>1. Being able to produce haiku, cinquain, and acrostic</p> <p>2. Being able to elements of a poem analysis</p>   | Students can create a Haiku poet                   | <p><b>Kriteria:</b></p> <p>written and oral</p> <p><b>Bentuk Penilaian :</b></p> <p>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>                      | Choose a topic: Haiku poems often focus on nature, but you can choose any topic that inspires you. Think about something that you find beautiful or interesting, or something that invokes a particular feeling or emotion. |  | <p><b>Materi:</b> Haiku</p> <p><b>Pustaka:</b></p> <p><i>Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company</i></p>   | 5%  |
| 10 | <p>1. Being able to produce haiku, cinquain, and acrostic</p> <p>2. Being able to elements of a poem analysis</p>   | Students can create a Cinquen poet                 | <p><b>Kriteria:</b></p> <p>written and oral</p> <p><b>Bentuk Penilaian :</b></p> <p>Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>                      | Choose a topic: Haiku poems often focus on nature, but you can choose any topic that inspires you. Think about something that you find beautiful or interesting, or something that invokes a particular feeling or emotion. |  | <p><b>Materi:</b> Haiku</p> <p><b>Pustaka:</b></p> <p><i>Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company</i></p> <hr/> <p><b>Materi:</b> Cinquen</p> <p><b>Pustaka:</b></p> <p><i>Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company</i></p> | 5%  |

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| 11 | <p>1. Being able to produce haiku, cinquain, and acrostic</p> <p>2. Being able to elements of a poem analysis</p>   | Students can analyze the imagery of the specific poetry  | <p><b>Kriteria:</b><br/>written and oral</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk</p> | Choose a topic:<br>Imagery poems often focus on nature, but you can choose any topic that inspires you. Think about something that you find beautiful or interesting, or something that invokes a particular feeling |  | <p><b>Materi:</b><br/>Imagery</p> <p><b>Pustaka:</b><br/><i>Barnett, Sylvan. et al (1995) An Introduction to Literature . New York: HarperCollins College Publishers</i></p>   | 5% |
| 12 | <p>1. Being able to explicate selected poems</p> <p>2. Being able to elements of a poem analysis</p> <p>3. Being able to write responses to others' poem analysis</p> <p>4. Being able to summarise original paragraph on language/literature</p> | students will deepen their understanding of the unique features and characteristics of each form   | <p><b>Kriteria:</b><br/>written</p> <p><b>Bentuk Penilaian :</b><br/>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk</p>          | Take a class:<br>Consider taking a poetry class or workshop at a local community center, college, or online. This can be a great way to learn about different types of poetry and get feedback on your own work.     |  | <p><b>Materi:</b> Types of poetry<br/>Death Desire<br/>Despire</p> <p><b>Pustaka:</b><br/><i>Barnett, Sylvan. et al (1995) An Introduction to Literature . New York: HarperCollins College Publishers</i></p>  | 5% |
| 13 | <p>1. Being able to write responses to others' poem analysis</p> <p>2. Being able to paraphrase an original paragraph on language/literature</p>  | students can deepen their understanding of the relationship between an author's life and their writing, and can develop a more nuanced and sophisticated appreciation of literature as a form of expression and ar | <p><b>Kriteria:</b><br/>5</p> <p><b>Bentuk Penilaian :</b><br/>Penilaian Hasil Project / Penilaian Produk</p>  | Read two poems and biography of the author. Make a group of 3 to discuss the comparison of the poem and the author.  |  | <p><b>Materi:</b><br/>Compare and contrast what we can learn about the author of the short biography and what we can learn from the poem. Why are both important?</p> <p><b>Pustaka:</b><br/><i>McMichael (1980) Editor. Anthology of American Literature . New York: Macmillan Publishing Co. Inc.,</i></p> | 5% |

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|----|---|---|--|---|--|---|-----|
| 14 | 1. Being able to write responses to others' poem analysis<br>2. Being able to paraphrase an original paragraph on language/literature                         | students can deepen their understanding of the relationship between an author's life and their writing, and can develop a more nuanced and sophisticated appreciation of literature as a form of expression and art | <b>Kriteria:</b><br>written<br><br><b>Bentuk Penilaian :</b><br>Penilaian Hasil Project / Penilaian Produk | Read two poems and biography of the author. Make a group of 3 to discuss the comparison of the poem and the author. |  | <b>Materi:</b><br>Compare and contrast what we can learn about the author of the short biography and what we can learn from the poem. Why are both important?<br><b>Pustaka:</b><br><i>McMichael (1980) Editor. Anthology of American Literature . New York: Macmillan Publishing Co. Inc.,</i> | 5%  |
| 15 | 1. Being able to use direct quotation of an original paragraph on language/literature<br>2. Being able to summarise original paragraph on language/literature | wrap up   | <b>Kriteria:</b><br>written and oral<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif            | Wrap up   |  | <b>Materi:</b> wrap up<br><b>Pustaka:</b><br><i>Reaske, Christopher R (1970) The Writer's Guide to the Study of Literature, New York: Random House</i>  | 5%  |
| 16 | 1. Being able to use direct quotation of an original paragraph on language/literature<br>2. Being able to summarise original paragraph on language/literature | wrap up   | <b>Kriteria:</b><br>written and oral<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipatif            | Wrap up   |  | <b>Materi:</b> wrap up<br><b>Pustaka:</b><br><i>Reaske, Christopher R (1970) The Writer's Guide to the Study of Literature, New York: Random House</i>  | 10% |

#### Rekap Persentase Evaluasi : Case Study

| No | Evaluasi                                   | Persentase |
|----|--|------------|
| 1. | Aktifitas Partisipatif                     | 55%        |
| 2. | Penilaian Hasil Project / Penilaian Produk | 45%        |
|    |  | 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 studinya 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.

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 21 Oktober 2024

Koordinator Program Studi S1  
Sastra Inggris



Dr. Ali Mustofa, S.S., M.Pd.  
NIDN 0014067509

UPM Program Studi S1 Sastra  
Inggris



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

File PDF ini digenerate pada tanggal 24 November 2024 Jam 20:09 menggunakan aplikasi RPS-OBE SiDia Unesa

