



**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 Penyesunan
Prose Appreciation	7920203167	Mata Kuliah Wajib Program Studi	T=3	P=0	ECTS=4.77	3	22 Agustus 2024
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
	Dr. Much. Koiri, M.Si		Hujuala Rika Ayu, S.S., M.A.			Dr. Ali Mustofa, S.S., M.Pd.	

Model Pembelajaran	Case Study
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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-6	Mampu memahami, menganalisis, dan menginterpretasikan karya sastra dan non-sastra dalam berbagai genre dan moda komunikasi
CPL-9	Mampu memahami dan mengaplikasikan metode penelitian, termasuk desain penelitian, analisis, dan interpretasi data di bidang bahasa/sastra

Capaian Pembelajaran Mata Kuliah (CPMK)	
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CPMK - 1	Critically analyze and interpret prose works using literary theories.
CPMK - 2	Evaluate the significance of thematic elements in social and historical contexts.
CPMK - 3	Discuss and reflect on SDG-related issues in literature.
CPMK - 4	Develop coherent and persuasive arguments in written and oral formats.

Matrik CPL - CPMK	
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	CPMK	CPL-3	CPL-6	CPL-9			
CPMK-1		✓					
CPMK-2			✓				
CPMK-3			✓	✓			
CPMK-4			✓	✓			

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		✓	✓														
CPMK-2					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
CPMK-3																✓	
CPMK-4																	✓

Deskripsi Singkat MK	This Prose Appreciation course offers students a comprehensive exploration of significant works of literature through thematic and critical analysis. Over 16 meetings, students will delve into themes of place and time, social class, revolution, memory, trauma, displacement, colonialism, and identity. The course begins with an examination of setting and historical context in shaping narratives and characters. Through the study of works such as F. Scott Fitzgerald's <i>Winter Dreams</i> , Jane Austen's <i>Emma</i> , Charles Dickens' <i>A Tale of Two Cities</i> , Toni Morrison's <i>Beloved</i> , Susan Abulhawa's <i>Against the Loveless World</i> , Pramoedya Ananta Toer's <i>This Earth of Mankind</i> , and Chang-Rae Lee's <i>Native Speaker</i> , students will enhance their analytical and interpretive skills. Aligned with the Sustainable Development Goals (SDGs), the course addresses quality education (SDG 4), gender equality (SDG 5), reduced inequalities (SDG 10), and peace, justice, and strong institutions (SDG 16). Discussions will focus on the portrayal of marginalized voices, the impact of social and economic disparities, and the role of literature in advocating for social justice and equity. Students will participate in activities such as critical essays, group presentations, and reflective writing to gain a comprehensive understanding of the texts and their broader social implications. By the end of the course, students will appreciate the artistic and thematic richness of prose and recognize literature's power in promoting social awareness and change.
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Pustaka	Utama :
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1. Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich
2. Barry, Peter. 1995. Beginning Theory. Manchester: MUP
3. Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge
4. Fokkema, D.W & Kunne-Ibsch, Elrud. 1977. Theories of Literature in the Twentieth Century. London: C Hurst and Company
5. Knickerbocker & Reninger. 1964. Interpreting Literature. New York: Harcourt Brace Jovanovich
6. Tyson, Louis. 2006. Critical Theory Today: A User Friendly Gude (Second Edition). New York: Routledge

Pendukung :

1. Fitzgerald, F. Scott.
2. Austen, Jane. "Emma". Edited by George Justice, Penguin Classics, 2003.
3. Dickens, Charles. "A Tale of Two Cities". Edited by Richard Maxwell, Penguin Classics, 2003.
4. Morrison, Toni. "Beloved". Vintage International, 2004.
5. Toer, Pramoedya Ananta. "This Earth of Mankind". Translated by Max Lane, Penguin Books, 1996.
6. Lee, C. R. (1995). "Native speaker". Riverhead Books.
7. Abulhawa, Susan. "Against the Loveless World". Bloomsbury Publishing, 2020.

Dosen Pengampu

Dr. Much. Koiri, M.Si.
 Diana Budi Darma, S.S., M.Pd.
 Dr. Ali Mustofa, S.S., M.Pd.
 Hujuala Rika Ayu, S.S., M.A.
 Uci Elly Kholidah, S.S., 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 (<i>offline</i>)	Daring (<i>online</i>)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	<p>1. Being able to appreciate (to adore, to appreciate, to evaluate, and to investigate) the works of prose from their intrinsic and extrinsic aspects 2. Having the capability to apply and to outlet the ideas of the works of prose in their account of writing critical essays and paper work using theoretical framework begun from simple to complex issues 3. Being able to apply some critical theories which are regarded as critical lenses in analyzing works of prose in their account to appreciate, to evaluate, to adore and to understand works of prose 4. Being able to apply some critical theoretical frameworks to appreciate and to criticize the issues in the works of prose. 5. Being able to write better critical essays or paper works which encompass their competencies on appreciating, evaluating, and criticizing works of prose</p>	<p>1. Able to Analyze and interpret prose works using critical frameworks 2. Capability of applying and generating the ideas of the works of prose in their account of writing critical essays and paper work using theoretical framework begun from simple to complex issues 3. Able to apply some critical theories which are regarded as critical lenses in analyzing works of prose in their account to appreciate, to evaluate, to adore and to understand works of prose 4. Able to apply some critical theoretical frameworks to appreciate and to criticize the issues in the works of prose 5. Able to write better critical essays or paper works which encompass their competencies on appreciating, evaluating, and criticizing works of prose</p>	<p>Kriteria: 1. Active participation in discussions. 2. Ability to provide examples from known texts.</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes</p>	<p>Discussion Lecture In Class Reading Sharing Question and Answer 3 X 50</p>		<p>Materi: How to understand prose Pustaka: <i>Knickerbocker & Feninger. 1964. Interpreting Literature. New York: Harcourt Brace Jovanovich</i></p> <p>Materi: Prose Pustaka: <i>Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich</i></p>	3%
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2	<p>1.Understand the significance of place and time in prose narratives.</p> <p>2.Identify the role of setting in shaping characters and plot.</p>	<p>1.Active participation in discussions.</p> <p>2.Ability to provide examples from known texts.</p>	<p>Kriteria:</p> <p>1.Participation and Activity</p> <p>2.Short written reflection on the importance of setting</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	<p>Discussion Lecture In Class ReadingSharing Question and Answer 3 X 50</p>		<p>Materi: Place and Panorama Pustaka: <i>Knickerbocker & Reninger. 1964. Interpreting Literature. New York: Harcourt Brace Jovanovich</i></p> <hr/> <p>Materi: Setting and Environment Pustaka: <i>Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich</i></p>	3%
3	<p>1.Apply critical analysis to</p> <p>2.Examine themes of ambition and social status.</p> <p>3.Identify key themes in</p> <p>4.Discuss character motivations and development.</p>	<p>1.Participation in group discussions.</p> <p>2.Submission of analysis essay.</p>	<p>Kriteria:</p> <p>1.Q and A : if the students could make a comprehensive argument over the questions given to them, they will be scored 25% and it is considered as an additional score for their in class participation</p> <p>2.Small Quiz : if the students are able to answer the questions comprehensively and argumentatively, they will be scored 30% and is included in their individual project</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes</p>	<p>Lecture Discussion Sharing 3 X 50</p>		<p>Materi: Setting in Prose and Panorama Pustaka: <i>Knickerbocker & Reninger. 1964. Interpreting Literature. New York: Harcourt Brace Jovanovich</i></p> <hr/> <p>Materi: Characters' Motivations Pustaka: <i>Fitzgerald, F. Scott.</i></p>	5%
4	<p>1.Apply critical analysis to</p> <p>2.Examine themes of ambition and social status.</p> <p>3.Identify key themes in</p> <p>4.Discuss character motivations and development.</p>	<p>1.Participation in group discussions.</p> <p>2.Submission of analysis essay.</p>	<p>Kriteria:</p> <p>1.Q and A : if the students could make a comprehensive argument over the questions given to them, they will be scored 25% and it is considered as an additional score for their in class participation</p> <p>2.Small Quiz : if the students are able to answer the questions comprehensively and argumentatively, they will be scored 30% and is included in their individual project</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes</p>	<p>Lecture Discussion Sharing 3 X 50</p>		<p>Materi: Setting in Prose and Panorama Pustaka: <i>Knickerbocker & Reninger. 1964. Interpreting Literature. New York: Harcourt Brace Jovanovich</i></p> <hr/> <p>Materi: Characters' Motivations Pustaka: <i>Fitzgerald, F. Scott.</i></p>	3%

5	<p>1.Explore themes of social class and marriage in</p> <p>2.Analyze character relationships and their development.</p>	<p>1.Participation in discussions.</p> <p>2.Presentation on character analysis.</p>	<p>Kriteria:</p> <p>1.Participation and Activity</p> <p>2.Presentation and Language Performance</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	Lecture Sharing and Discussion 3 X 50	<p>Materi: Character Development</p> <p>Pustaka: <i>Austen, Jane. *Emma*.</i> <i>Edited by George Justice, Penguin Classics, 2003.</i></p> <p>Materi: Character and Motivations</p> <p>Pustaka: <i>Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich</i></p>	5%
6	<p>1.Explore themes of social class and marriage in</p> <p>2.Analyze character relationships and their development.</p>	<p>1.Participation in discussions.</p> <p>2.Presentation on character analysis.</p>	<p>Kriteria:</p> <p>1.Participation and Activity</p> <p>2.Presentation and Language Performance</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	Lecture Sharing and Discussion 3 X 50	<p>Materi: Character Development</p> <p>Pustaka: <i>Austen, Jane. *Emma*.</i> <i>Edited by George Justice, Penguin Classics, 2003.</i></p> <p>Materi: Character and Motivations</p> <p>Pustaka: <i>Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich</i></p>	5%
7	<p>1.Understand themes of revolution and sacrifice.</p> <p>2.Analyze the duality of characters and settings.</p> <p>3.Discuss the historical context of the novel.</p> <p>4.Examine the symbolism in character portrayal.</p>	<p>1.Engagement in class discussions.</p> <p>2.Submission of a thematic essay.</p>	<p>Kriteria:</p> <p>1.Participation in discussions on current debates and applications of issues for French revolution</p> <p>2.Thematic Essay</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	Lecture Discussion and Sharing Presentation 3 X 50	<p>Materi: Revolution, character development, and symbolism</p> <p>Pustaka: <i>Dickens, Charles. *A Tale of Two Cities*. Edited by Richard Maxwell, Penguin Classics, 2003.</i></p>	4%
8	<p>1.Understand themes of revolution and sacrifice.</p> <p>2.Analyze the duality of characters and settings.</p> <p>3.Discuss the historical context of the novel.</p> <p>4.Examine the symbolism in character portrayal.</p>	<p>1.Engagement in class discussions.</p> <p>2.Submission of a thematic essay.</p>	<p>Kriteria:</p> <p>1.Participation in discussions on current debates and applications of issues for French revolution</p> <p>2.Thematic Essay</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes</p>	Lecture Discussion and Sharing Presentation 3 X 50	<p>Materi: Revolution, character development, and symbolism</p> <p>Pustaka: <i>Dickens, Charles. *A Tale of Two Cities*. Edited by Richard Maxwell, Penguin Classics, 2003.</i></p>	20%

9	<p>1.Explore themes of memory and trauma in <i>Beloved</i></p> <p>2.Analyze the representation of African American history</p> <p>3.Discuss the impact of slavery on identity.</p> <p>4.Examine the use of magical realism in the narrative.</p>	<p>1.Participation in class discussions.</p> <p>2.Group presentation on themes.</p>	<p>Kriteria:</p> <p>1.Participation and Activity</p> <p>2.Group Presentation</p> <p>Bentuk Penilaian :</p> <p>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	<p>Lecture and Discussion</p> <p>3 X 50</p>		<p>Materi:</p> <p>Trauma, Identity, and Colonial memory</p> <p>Pustaka:</p> <p><i>Morrison, Toni. "Beloved". Vintage International, 2004.</i></p>	3%
10	<p>1.Explore themes of memory and trauma in <i>Beloved</i></p> <p>2.Analyze the representation of African American history</p> <p>3.Discuss the impact of slavery on identity.</p> <p>4.Examine the use of magical realism in the narrative.</p>	<p>1.Participation in class discussions.</p> <p>2.Group presentation on themes.</p>	<p>Kriteria:</p> <p>1.Participation and Activity</p> <p>2.Group Presentation</p> <p>Bentuk Penilaian :</p> <p>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	<p>Lecture and Discussion</p> <p>3 X 50</p>		<p>Materi:</p> <p>Trauma, Identity, and Colonial memory</p> <p>Pustaka:</p> <p><i>Morrison, Toni. "Beloved". Vintage International, 2004.</i></p>	3%
11	<p>1.Examine themes of displacement and resilience in Susan Abulhawa's <i>Agants the Loveless World</i></p> <p>2.Analyze character development in the face of adversity.</p> <p>3.Discuss the political and social context of the novel.</p> <p>4.Explore narrative techniques used to depict resilience.</p>	<p>1.Participation in discussions.</p> <p>2.Submission of a reflective essay.</p>	<p>Kriteria:</p> <p>1.Participation</p> <p>2.Reflective Essay</p> <p>Bentuk Penilaian :</p> <p>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes</p>	<p>Lecture Sharing and Discussion</p> <p>Presentation</p> <p>3 X 50</p>		<p>Materi:</p> <p>Colonialism and postcolonialism</p> <p>Pustaka:</p> <p><i>Tyson, Louis. 2006. Critical Theory Today: A User Friendly Gude (Second Edition). New York: Routledge</i></p> <hr/> <p>Materi:</p> <p>Postcolonialism</p> <p>Pustaka:</p> <p><i>Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge</i></p> <hr/> <p>Materi:</p> <p>Trauma and Memory</p> <p>Pustaka:</p> <p><i>Abulhawa, Susan. "Against the Loveless World". Bloomsbury Publishing, 2020.</i></p>	3%

12	<p>1.Examine themes of displacement and resilience in Susan Abulhawa's <i>Agants the Loveless World</i></p> <p>2.Analyze character development in the face of adversity.</p> <p>3.Discuss the political and social context of the novel.</p> <p>4.Explore narrative techniques used to depict resilience.</p>	<p>1.Participation in discussions.</p> <p>2.Submission of a reflective essay.</p>	<p>Kriteria:</p> <p>1.Participation</p> <p>2.Reflective Essay</p> <p>Bentuk Penilaian :</p> <p>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes</p>	Lecture Sharing and Discussion Presentation 3 X 50	<p>Materi:</p> <p>Colonialism and postcolonialism</p> <p>Pustaka:</p> <p><i>Tyson, Louis. 2006. Critical Theory Today: A User Friendly Gude (Second Edition). New York: Routledge</i></p> <hr/> <p>Materi:</p> <p>Postcolonialism</p> <p>Pustaka:</p> <p><i>Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge</i></p> <hr/> <p>Materi:</p> <p>Trauma and Memory</p> <p>Pustaka:</p> <p><i>Abulhawa, Susan. *Against the Loveless World*. Bloomsbury Publishing, 2020.</i></p>	3%
13	<p>1.Understand themes of colonialism and identity.</p> <p>2.Analyze the influence of historical context on the narrative.</p> <p>3.Discuss the colonial impact on character development.</p> <p>4.Examine the representation of cultural identity.</p>	<p>1.Engagement in discussions.</p> <p>2.ubmission of an analytical paper.</p>	<p>Kriteria:</p> <p>1.Participation</p> <p>2.Analytical paper</p> <p>Bentuk Penilaian :</p> <p>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Tes</p>	Lecture Sharing and Discussion Presentation 3 X 50		3%
14	<p>1.Understand themes of colonialism and identity.</p> <p>2.Analyze the influence of historical context on the narrative.</p> <p>3.Discuss the colonial impact on character development.</p> <p>4.Examine the representation of cultural identity.</p>	<p>1.Engagement in discussions.</p> <p>2.ubmission of an analytical paper.</p>	<p>Kriteria:</p> <p>1.Participation</p> <p>2.Analytical paper</p> <p>Bentuk Penilaian :</p> <p>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Tes</p>	Lecture Sharing and Discussion Presentation 3 X 50	<p>Materi:</p> <p>Postcolonialism</p> <p>Pustaka:</p> <p><i>Barry, Peter. 1995. Beginning Theory. Manchester: MUP</i></p>	3%
15	<p>1.Explore themes of identity and assimilation.</p> <p>2.Analyze the portrayal of immigrant experiences.</p> <p>3.Discuss the challenges faced by the protagonist.</p> <p>4.Examine narrative techniques used to depict identity crises.</p>	<p>1.Participation in discussions.</p> <p>2.Group analysis presentation.</p>	<p>Kriteria:</p> <p>1.Participation</p> <p>2.Group Analysis Presentation</p> <p>Bentuk Penilaian :</p> <p>Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	Lecture Discussion and Sharing Question and Answer 3 X 50	<p>Materi:</p> <p>Assimilation and Immigration Experiences</p> <p>Pustaka:</p> <p><i>Lee, C. R. (1995). *Native speaker*. Riverhead Books.</i></p>	3%

16	In this session, the students are to write a final essay to apply critical framework to analyze a work of prose discussed in the previous sessions	1.Creativity and Originality 2.Portofolio Profile	Kriteria: 1.Participation and Activity 2.Reflective Practive and written reflection 3.Reflective feedback Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Tes	Writing an short essay 3x50	Materi: Critical Frameworks for Literary Analysis Pustaka: <i>Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge</i>	30%
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Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	29.92%
2.	Penilaian Hasil Project / Penilaian Produk	29.92%
3.	Penilaian Portofolio	17.92%
4.	Tes	21.25%
		99.01%

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 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 Elly Kholidah, S.S., M.A.
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VALID