



**Universitas Negeri Surabaya  
Fakultas Bahasa dan Seni  
Program Studi S1 Sastra Inggris**

Kode Dokumen

**RENCANA PEMBELAJARAN SEMESTER**

<b>MATA KULIAH (MK)</b>	<b>KODE</b>	<b>Rumpun MK</b>	<b>BOBOT (sks)</b>	<b>SEMESTER</b>	<b>Tgl Penyusunan</b>																																																																																																					
Speaking for Debating	7920202258	Mata Kuliah Wajib Program Studi	T=2 P=0 ECTS=3.18	3	15 September 2023																																																																																																					
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>	<b>Koordinator Program Studi</b>																																																																																																						
	Lina Purwaning Hartanti, S.Pd., M.EIL. ; Ephrilia Noor Fitriana, S.Hum., M.Hum. ; Uci Elly Kholidah, S.S., M.A. ; Sueb, S.Pd., M.Pd.		Lina Purwaning Hartanti, S.Pd., M.EIL. ; Ephrilia Noor Fitriana, S.Hum., M.Hum. ; Uci Elly Kholidah, S.S., M.A. ; Sueb, S.Pd., M.Pd.	Dr. Ali Mustofa, S.S., M.Pd.																																																																																																						
<b>Model Pembelajaran</b>	Project Based Learning																																																																																																									
<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>																																																																																																									
	<b>CPL-3</b>	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																																																																																																								
	<b>CPL-4</b>	Mengembangkan diri secara berkelanjutan dan berkolaborasi.																																																																																																								
	<b>CPL-10</b>	Mampu menghasilkan karya akademik atau non-akademik dengan baik dalam bentuk lisan maupun tulisan untuk beragam audiens dan tujuan																																																																																																								
	<b>CPL-11</b>	Mampu mendemonstrasikan kemampuan berbahasa Inggris, yang ditunjukkan dengan pencapaian skor tes kemampuan Bahasa Inggris yang setara dengan minimal CEFR level B2																																																																																																								
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>																																																																																																									
	<b>CPMK - 1</b>	Being able to construct arguments in the form of debate performances dealing with selected motions/topics using British Parliamentary or Australian Parliamentary.																																																																																																								
	<b>CPMK - 2</b>	Being able to develop themselves continuously, communicate, and collaborate.																																																																																																								
	<b>CPMK - 3</b>	Being able to practice debating and judge debating practices.																																																																																																								
	<b>CPMK - 4</b>	Being able to practice debate using appropriate grammar and correct pronunciation.																																																																																																								
	<b>Matrik CPL - CPMK</b>																																																																																																									
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<b>Deskripsi Singkat MK</b>	This course aims to empower students to become confident and articulate communicators through the art of speaking for debate, aligning with UN's SDG issues. Students will hone their persuasive speaking skills, learning to craft compelling arguments, utilize effective delivery techniques, and think critically on their feet. The curriculum explores the foundations of debate theory and structure, delving into evidence-based reasoning, rebuttal strategies, and fallacies to avoid. Through group discussions, presentations, and mock debates, students will gain experience in presenting their ideas persuasively and respectfully engaging with opposing viewpoints. Assessment combines debate participation, written speeches, and peer evaluations, fostering critical thinking, collaboration, and active listening. By the end of the course, students will possess the confidence and skills to effectively advocate for their ideas in any setting, promoting informed and inclusive dialogue in a globalized world. This course uses case-based method of learning.																																																																																																									
<b>Pustaka</b>	<b>Utama :</b>	<ol style="list-style-type: none"> <li>Freely, A.J. &amp; Steinberg, D.L. 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 12th edition. Wadsworth Cengage Learning.</li> <li>International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book.</li> <li>Meany, J. &amp; Shuster, K. 2002. Art, Argument and Advocacy: Mastering Parliamentary Debate. New York: International Debate Education Association.</li> <li>Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)</li> </ol>																																																																																																								
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<b>Dosen Pengampu</b>	Lina Purwaning Hartanti, S.Pd., M.EIL. Dr. Zulidyana Dwi Rusnalasari, M.Hum. Imam Hanafi, S.S., M.App.Ling. Sueb, S.Pd., M.Pd. Uci Elly Kholidah, S.S., M.A. Ephrilia Noor Fitriana, S.Hum., M.Hum. Suyanti Fatma Umayfa, S.S., M.A.																																																																																																									
<b>Mg Ke-</b>	<b>Kemampuan akhir tiap tahapan belajar</b>	<b>Penilaian</b>	<b>Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]</b>	<b>Materi Pembelajaran [Pustaka]</b>	<b>Bobot Penilaian (%)</b>																																																																																																					

	(Sub-CPMK)	Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Being able to identify the key elements of debating, including the structure of a debate, the roles of the speakers, and the types of arguments that are commonly used.	<ol style="list-style-type: none"> <li>To illustrate types of debating parliamentary debate formats.</li> <li>To classify the roles of each speaker in parliamentary debate.</li> <li>To relate debating activities with the concept of critical thinking.</li> </ol>	<p><b>Kriteria:</b> Oral or speaking performance</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum</p>	Lecture & Group Discussion 2 X 50		<p><b>Materi:</b> the information about debating activities and critical thinking.</p> <p><b>Pustaka:</b> <i>Freely, A.J. &amp; Steinberg, D.L. 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 12th edition. Wadsworth Cengage Learning.</i></p>	3%
2	To synthesize ideas and issues of given controversial topics or motions in debating.	<ol style="list-style-type: none"> <li>To brainstorm the idea related to controversial topics/motions.</li> <li>To construct basic cases of the given motions</li> <li>To discuss the burden of proofs of the given controversial topics/motions.</li> </ol>	<p><b>Kriteria:</b> Oral or speaking performance</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja</p>	Small-group discussionCollaborative LearningProblem-based learningPerformance 2 X 50		<p><b>Materi:</b> ideas and issues of given controversial topics or motions in debating.</p> <p><b>Pustaka:</b> <i>International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book.</i></p> <p><b>Materi:</b> video</p> <p><b>Pustaka:</b> <i>Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)</i></p>	3%
3	To analyze the elements of argument including the basic premises and fallacies in arguments.	<ol style="list-style-type: none"> <li>To point out the elements of argument, including premises and fallacies.</li> <li>To analyze the strength of argument based on the elements of argument.</li> </ol>	<p><b>Kriteria:</b> Oral or speaking performance</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja</p>	Small-group discussionCollaborative LearningPerformance 2 X 50		<p><b>Materi:</b> giving arguments</p> <p><b>Pustaka:</b> <i>International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book.</i></p> <p><b>Materi:</b> the strength of argument based on the elements of argument.</p> <p><b>Pustaka:</b> <i>Meany, J. &amp; Shuster, K. 2002. Art, Argument and Advocacy: Mastering Parliamentary Debate. New York: International Debate Education Association.</i></p>	3%
4	To construct cases of the controversial topics/motions.	<ol style="list-style-type: none"> <li>To construct cases from the controversial topics/motions</li> <li>To justify the cases of the motions they have constructed.</li> </ol>	<p><b>Kriteria:</b> Oral or speaking performance</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja</p>	Problem-based learningSmall-group discussionCollaborative LearningPerformance 2 X 50		<p><b>Materi:</b> cases from the controversial topics/motions</p> <p><b>Pustaka:</b> <i>International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book.</i></p>	5%
5	To synthesize reasoning based on the cases of the controversial topics/motions.	<ol style="list-style-type: none"> <li>To analyze the structure and types of reasoning in argument.</li> <li>To formulate logical reasoning based on the given motions.</li> <li>To defend the logic of the reasons they have formulated.</li> </ol>	<p><b>Kriteria:</b> Oral or speaking performance</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja</p>	Problem-based learningSmall-group discussionCollaborative LearningPerformance 2 X 50		<p><b>Materi:</b> reasoning based on the cases of the controversial topics/motions.</p> <p><b>Pustaka:</b> <i>International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book.</i></p> <p><b>Materi:</b> how to reasoning based on the cases of the controversial topics/motions.</p> <p><b>Pustaka:</b> <i>Meany, J. &amp; Shuster, K. 2002. Art, Argument and Advocacy: Mastering Parliamentary Debate. New York: International Debate Education Association.</i></p>	5%
6	To present relevant evidence in defending the case based on the controversial topics/motions	<ol style="list-style-type: none"> <li>To classify relevant evidences used in constructing strong argument.</li> <li>To test the relevance of the evidence in argument.</li> <li>To validate the use of evidence in supporting the argument.</li> </ol>	<p><b>Kriteria:</b> Oral or speaking performance</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja</p>	Problem-based learningSmall-group discussionCollaborative LearningPerformance 2 X 50		<p><b>Materi:</b> classify relevant evidences used in constructing strong argument.</p> <p><b>Pustaka:</b> <i>International Debate Education Association. 2007. The Debatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book.</i></p>	5%

7	To construct refutation of the opposing arguments in debating activities.	<ol style="list-style-type: none"> <li>To analyze the opposing arguments.</li> <li>To construct refutation to disapprove the opposing arguments.</li> <li>To justify the refutation to the opposing arguments effectively.</li> </ol>	<p><b>Kriteria:</b> Oral or speaking performance</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja</p>	<p>Problem-based learning Small-group discussion Collaborative Learning Performance (simulation) 2 X 50</p>		<p><b>Materi:</b> refutation to disapprove the opposing arguments. <b>Pustaka:</b> Freely, A.J. &amp; Steinberg, D.L. 2009. <i>Argumentation and Debate: Critical Thinking for Reasoned Decision Making</i>, 12th edition. Wadsworth Cengage Learning.</p> <p><b>Materi:</b> video <b>Pustaka:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)</p>	5%
8	To present justifications during debate adjudication.	<ol style="list-style-type: none"> <li>To summarize the run of the debate based on the elements of adjudication.</li> <li>To determine the quality of the debate based on the elements of adjudication.</li> <li>To provide constructive feedback to the debate.</li> </ol>	<p><b>Kriteria:</b> Oral or speaking performance</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja</p>	<p>Collaborative Learning Performance (1-on-1 debate simulation) 2 X 50</p>		<p><b>Materi:</b> determine the quality of the debate based on the elements of adjudication. <b>Pustaka:</b> Freely, A.J. &amp; Steinberg, D.L. 2009. <i>Argumentation and Debate: Critical Thinking for Reasoned Decision Making</i>, 12th edition. Wadsworth Cengage Learning.</p> <p><b>Materi:</b> determine the quality of the debate based on the elements of adjudication. <b>Pustaka:</b> International Debate Education Association. 2007. <i>The Debatabase Book: a Must-have Guide for Successful Debate</i>, 3rd edition. New York: IDEA Press Book.</p> <p><b>Materi:</b> determine the quality of the debate based on the elements of adjudication. <b>Pustaka:</b> Meany, J. &amp; Shuster, K. 2002. <i>Art, Argument and Advocacy: Mastering Parliamentary Debate</i>. New York: International Debate Education Association.</p>	5%
9	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formants.	<p><b>Kriteria:</b> 1. Debate performance should be evaluated based on the following criteria: 2. Matter Method Manner</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja</p>	<p>Collaborative learning Project-based learning Performance (simulation) 2 X 50</p>		<p><b>Materi:</b> video <b>Pustaka:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)</p>	5%
10	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formants.	<p><b>Kriteria:</b> 1. Debate performance should be evaluated based on the following criteria: 2. Matter Method Manner</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja</p>	<p>Collaborative learning Project-based learning Performance (simulation) 2 X 50</p>		<p><b>Materi:</b> performing debating tournament <b>Pustaka:</b> Freely, A.J. &amp; Steinberg, D.L. 2009. <i>Argumentation and Debate: Critical Thinking for Reasoned Decision Making</i>, 12th edition. Wadsworth Cengage Learning.</p>	5%
11	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formants.	<p><b>Kriteria:</b> 1. Debate performance should be evaluated based on the following criteria: 2. Matter Method Manner</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja</p>	<p>Collaborative learning Project-based learning Performance (simulation) 2 X 50</p>		<p><b>Materi:</b> performing debating tournament <b>Pustaka:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)</p>	5%
12	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formants.	<p><b>Kriteria:</b> 1. Debate performance should be evaluated based on the following criteria: 2. Matter Method Manner</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja</p>	<p>Collaborative learning Project-based learning Performance (simulation) 2 X 50</p>		<p><b>Materi:</b> performing debating tournament <b>Pustaka:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)</p>	5%

13	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formants.	<b>Kriteria:</b> 1. Debate performance should be evaluated based on the following criteria: 2. MatterMethodManner  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja	Collaborative learningProject-based learningPerformance (simulation) 2 X 50		<b>Materi:</b> practice <b>Pustaka:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)	5%
14	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formants.	<b>Kriteria:</b> 1. Debate performance should be evaluated based on the following criteria: 2. MatterMethodManner  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja	Collaborative learningProject-based learningPerformance (simulation) 2 X 50		<b>Materi:</b> practice <b>Pustaka:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)	5%
15	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formants.	<b>Kriteria:</b> 1. Debate performance should be evaluated based on the following criteria: 2. MatterMethodManner  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja	Collaborative learningProject-based learningPerformance (simulation) 2 X 50		<b>Materi:</b> debating performance in the exam day <b>Pustaka:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)	30%
16	reflection	reflection of debating performance	<b>Kriteria:</b> discussion  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Praktikum, Praktik / Unjuk Kerja	review and giving comment 2x50		<b>Materi:</b> lecturers' and students comment <b>Pustaka:</b> Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies)	5%

#### Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	33.54%
2.	Penilaian Praktikum	33.54%
3.	Praktik / Unjuk Kerja	32.04%
		99.12%

#### 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 prodinya 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.
- 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.
- 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.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM= Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal

Koordinator Program Studi S1 Sastra Inggris



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

UPM Program Studi S1 Sastra Inggris



NIDN

