



**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
Thesis Proposal Writing	7920202221	Mata Kuliah Wajib Program Studi	T=2 P=0 ECTS=3.18	6	21 Februari 2025
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-6	Mampu memahami, menganalisis, dan menginterpretasikan karya sastra dan non-sastra dalam berbagai genre dan moda komunikasi
CPL-7	Mampu mengaplikasikan konsep dan teori budaya untuk menganalisis serta merespons fenomena sosial budaya dengan cara yang responsif terhadap budaya
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	Introduction to Thesis Proposal Writing
CPMK - 2	Choosing a Research Topic
CPMK - 3	Reviewing Literature
CPMK - 4	Research Methods
CPMK - 5	Crafting a Research Hypothesis
CPMK - 6	Structuring the Proposal (Part 1)
CPMK - 7	Structuring the Proposal (Part 2)
CPMK - 8	Writing the Literature Review
CPMK - 9	Research Ethics
CPMK - 10	Writing Style and Clarity
CPMK - 11	Peer Review and Feedback
CPMK - 12	Finalizing the Proposal
CPMK - 13	Final Exam Preparation

Matrik CPL - CPMK	
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CPMK	CPL-3	CPL-5	CPL-6	CPL-7	CPL-9
CPMK-1	✓	✓	✓	✓	✓
CPMK-2	✓	✓	✓	✓	✓
CPMK-3	✓	✓	✓	✓	✓
CPMK-4	✓	✓	✓	✓	✓
CPMK-5	✓	✓	✓	✓	✓
CPMK-6	✓	✓	✓	✓	✓
CPMK-7	✓	✓	✓	✓	✓
CPMK-8	✓	✓	✓	✓	✓
CPMK-9	✓	✓	✓	✓	✓
CPMK-10	✓	✓	✓	✓	✓
CPMK-11	✓	✓	✓	✓	✓
CPMK-12	✓	✓	✓	✓	✓
CPMK-13	✓	✓	✓	✓	✓

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
CPMK-1																
CPMK-2																
CPMK-3																
CPMK-4																
CPMK-5																
CPMK-6																
CPMK-7																
CPMK-8																
CPMK-9																
CPMK-10																
CPMK-11																
CPMK-12																
CPMK-13																

Deskripsi Singkat MK

The course introduces the students to the steps of how to write a research proposal. In the first of half of the semester students learn to select a topic for their research, limit the scope of the study, write the rationale, formulate the research questions and the objectives of the study, and define the specific terms used in the study. During the second half of the semester, they will learn to write a review of related literature for the proposed topic which covers theoretical framework and state of the arts of the topic chosen. Classroom activities will be on the format of discussion, presentation in class seminar, lecturing, and full thesis proposal writing project.

Pustaka

Utama :

1. Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.
2. Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.
3. Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.
4. Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.
5. Thomson Reuters. 2012. Endnote X6 Help.

Pendukung :

Dosen Pengampu		Dr. Much. Koiri, M.Si. Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D. Prof. Slamet Setiawan, M.A., Ph.D. Diana Budi Darma, S.S., M.Pd. Dr. Widyastuti, S.S., M.Pd. Dr. Dian Rivia Himmawati, S.S., M.Hum. Dr. Ali Mustofa, S.S., M.Pd. Lina Purwaning Hartanti, S.Pd., M.EIL. Lisetyo Ariyanti, S.S., M.Pd. Hujuala Rika Ayu, S.S., M.A. Ayunita Leliana, S.S., M.Pd. Adam Damanhuri, S.S., M.Hum. Dr. Zulidyana Dwi Rusnalasari, M.Hum. Ayu Saraswati, M.Hum. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. Fariq Shiddiq Tasaufy, S.S., M.Hum. Uci Ely Kholidah, S.S., M.A. Ephrilia Noor Fitriana, S.Hum., M.Hum. Cicilia Deandra Maya Putri, S.Hum., 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 (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Introduction to the course	To show understanding on what is research proposal, why a researcher need to write a proposal, how to write a convincing proposal.	Kriteria: - Bentuk Penilaian : Aktifitas Partisipasif	Discussion, lecture, Q & A, assignment 2 X 50	Materi: Introduction to the course Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i> <hr/> Materi: Introduction to the course Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i> <hr/> Materi: Introduction to the course Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i> <hr/> Materi: Introduction to the course Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i> <hr/> Materi: Introduction to the course Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i>	3%
2	To communicate the ideas of the intended study which cover the rationale, problems, research questions or hypotheses, variables (if any), and terms	To write the background of the study	Kriteria: 1.Components 2.Criteria 3.Score (weigh) 4.1. Purpose 5.a. What is the author&rsquos purpose? To detail and experiment? To make an evaluation? To develop teaching materials, media, teaching technique(s), assessment instrument(s)?	Presentation, discussion, question-answer, assignment 2 X 50	Materi: rationale, problems, research questions or hypotheses, variables (if any), and terms Pustaka: <i>Academic Language and Literacy Development. 2012. Writing</i>	3%

		<p>6.b. Does the writer write down the thesis statement that tells the readers what is his/her specific purpose?</p> <p>7.c. Is it effective? Does it forecast how the research will be developed?</p> <p>8.20</p> <p>9.2. Content</p> <p>10.a. Does the writer review previous studies to justify that his/her research worth conducting?</p> <p>11.b. Does it discuss the weakness of the previous studies so that the current research should be done?</p> <p>12.c. Is it clear and comprehensive (covering completely or broadly)</p> <p>13.25</p> <p>14.3. Organization</p> <p>15.a. Does it have an appropriate structure for a thesis proposal?</p> <p>16.b. Are the central thesis and supporting data integrated into a logical presentation?</p> <p>17.c. Does the writer present the arguments clearly?</p> <p>18.25</p> <p>19.4. Style</p> <p>20.a. Is it at the most appropriate level of technicality for the anticipated readers?</p> <p>21.b. Are all the sentences clear, concise, and fluent?</p> <p>22.c. Has the writer chosen appropriate words?</p> <p>23.10</p> <p>24.5. Language</p> <p>25.a. Are there any grammatical mistakes that hinder your understanding?</p> <p>26.b. Does the writer use effective transitions both within the paragraph and between paragraphs?</p> <p>27.15</p> <p>28.6. Mechanics</p> <p>29.a. Is the documentation given in acceptable format?</p> <p>30.b. Is the punctuation correct?</p> <p>31.c. Are there any misspelled words?</p> <p>32.5</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>		<p><i>Proposal in Education.</i> <i>Clayton:</i> <i>Faculty of Education.</i></p> <hr/> <p>Materi: rationale, problems, research questions or hypotheses, variables (if any), and terms</p> <p>Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Materi: rationale, problems, research questions or hypotheses, variables (if any), and terms</p> <p>Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Materi: rationale, problems, research questions or hypotheses, variables (if any), and terms</p> <p>Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</i></p> <hr/> <p>Materi: rationale, problems, research questions or hypotheses, variables (if any), and terms</p> <p>Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>
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3	Choosing a Research Topic	<p>1.Presents research interests and potential topics clearly.</p> <p>2.Shows evidence of thought and effort in narrowing down the research focus.</p>	<p>Kriteria:</p> <p>1.Ability to articulate research interests and initial topic ideas.</p> <p>2.Progress in narrowing down the research topic.</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Praktikum</p>	<p>Identifying research interests. Narrowing down the topic. Formulating research questions. 2 x 50 minutes</p>		<p>Materi: Choosing a Research Topic</p> <p>Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Materi: Choosing a Research Topic</p> <p>Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Materi: Choosing a Research Topic</p> <p>Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Materi: Choosing a Research Topic</p> <p>Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquo;s.</i></p> <hr/> <p>Materi: Choosing a Research Topic</p> <p>Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
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4	Reviewing Literature	<p>1.Chooses appropriate sources and explains their relevance.</p> <p>2.Synthesizes information effectively and identifies gaps in the literature.</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Quality and relevance of selected sources. 2.Ability to synthesize information and identify gaps in the literature. <p>Bentuk Penilaian : Aktifitas Partisipatif</p>	<p>The role of literature review in a thesis proposal. Finding and evaluating sources. Annotating and synthesizing literature. 2 x 50 minutes</p>		<p>Materi: Reviewing Literature Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Materi: Reviewing Literature Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Materi: Reviewing Literature Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Materi: Reviewing Literature Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i></p> <hr/> <p>Materi: Reviewing Literature Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
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5	Research Methods	<p>1. Demonstrates comprehension of research methods.</p> <p>2. Actively participates in ethical discussions and understands their importance.</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Understanding of qualitative and quantitative research methods. 2. Engagement in discussions on ethical considerations. <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	<p>Introduction to research methods. Qualitative vs. quantitative research. Ethical considerations in research. 2 x 50 minutes</p>		<p>Materi: Research Methods Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Materi: Research Methods Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Materi: Research Methods Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Materi: Research Methods Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i></p> <hr/> <p>Materi: Research Methods Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
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6	To communicate the ideas of the intended study which cover the rationale, problems, research questions or hypotheses, variables (if any), and terms.	T. To write the significance of the study To formulate the research question, To write the purpose of the study	<p>Kriteria: ComponentsCriteriaScore (weigh)1. Purposea. What is the author’s purpose? To detail and experiment? To make an evaluation? To develop teaching materials, media, teaching technique(s), assessment instrument(s)?b. Does the writer write down the thesis statement that tells the readers what is his/her specific purpose? c. Is it effective? Does it forecast how the research will be developed?202. Contenta. Does the writer review previous studies to justify that his/her research worth conducting?b. Does it discuss the weakness of the previous studies so that the current research should be done?c. Is it clear and comprehensive (covering completely or broadly)?253. Organization. Does it have an appropriate structure for a thesis proposal?b. Are the central thesis and supporting data integrated into a logical presentation? c. Does the writer present the arguments clearly?254. Stylea. Is it at the most appropriate level of technicality for the anticipated readers?b. Are all the sentences clear, concise, and fluent?c. Has the writer chosen appropriate words?105. Languagea. Are there any grammatical mistakes that hinder your understanding?b. Does the writer use effective transitions both within the paragraph and between paragraphs?156. Mechanicsa. Is the documentation given in acceptable format?b. Is the punctuation correct? c. Are there any misspelled words?5</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	Presentation, discussion, question-answer, assignment 2 x 50 minutes	<p>Materi: Crafting a Research Hypothesis Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i></p> <p>Materi: Crafting a Research Hypothesis Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <p>Materi: Crafting a Research Hypothesis Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <p>Materi: Crafting a Research Hypothesis Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin’s.</i></p> <p>Materi: Crafting a Research Hypothesis Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
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7	Structuring the Proposal (Part 1)	<p>1. Formulates clear research hypotheses.</p> <p>2. Begins to outline the sections of the proposal effectively.</p>	<p>Kriteria:</p> <p>1. Clarity of research hypotheses.</p> <p>2. Progress in structuring the proposal.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	<p>Introduction and background. Statement of the problem. Purpose of the study.</p> <p>2 x 50 minutes</p>		<p>Materi: Structuring the Proposal Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Materi: Structuring the Proposal Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Materi: Structuring the Proposal Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Materi: Structuring the Proposal Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i></p> <hr/> <p>Materi: Structuring the Proposal Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	4%
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8	To write review of related literature for the proposed research	To select relevant references for the chosen topic To make note on EndNote for relevant references	<p>Kriteria: ComponentsCriteriaScore (weigh)1. Purposea. What is the author&rsquos purpose? To detail and experiment? To make an evaluation? To develop teaching materials, media, teaching technique(s), assessment instrument(s)?b. Does the writer write down the thesis statement that tells the readers what is his/her specific purpose? c. Is it effective? Does it forecast how the research will be developed?202. Contenta. Does the writer review previous studies to justify that his/her research worth conducting?b. Does it discuss the weakness of the previous studies so that the current research should be done?c. Is it clear and comprehensive (covering completely or broadly)253. Organizationa. Does it have an appropriate structure for a thesis proposal?b. Are the central thesis and supporting data integrated into a logical presentation? c. Does the writer present the arguments clearly?254. Stylea. Is it at the most appropriate level of technicality for the anticipated readers?b. Are all the sentences clear, concise, and fluent?c. Has the writer chosen appropriate words?105. Languagea. Are there any grammatical mistakes that hinder your understanding?b. Does the writer use effective transitions both within the paragraph and between paragraphs?156. Mechanicsa. Is the documentation given in acceptable format?b. Is the punctuation correct? c. Are there any misspelled words?5</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Discussion, lecture, question-answer, assignment 2 X 50 minutes		<p>Materi: Structuring the Proposal Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i></p> <p>Materi: Structuring the Proposal Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <p>Materi: Structuring the Proposal Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <p>Materi: Structuring the Proposal Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i></p> <p>Materi: Structuring the Proposal Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	4%
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9	Developing a Theoretical Framework	<p>1. Constructs a coherent theoretical framework.</p> <p>2. Engages in discussions about ethical dilemmas and solutions.</p>	<p>Kriteria:</p> <p>1. Ability to construct a theoretical framework.</p> <p>2. Understanding of ethical considerations in research.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<p>The role of theory in a thesis proposal. Constructing a theoretical framework. Theoretical perspectives and their application. 2 x 50 minutes</p>	<p>Materi: Developing a Theoretical Framework Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Materi: Developing a Theoretical Framework Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Materi: Developing a Theoretical Framework Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Materi: Developing a Theoretical Framework Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin's.</i></p> <hr/> <p>Materi: Developing a Theoretical Framework Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	4%
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10	Research Ethics	<p>1. Demonstrates improved writing style and clarity in assignments.</p> <p>2. Provides constructive feedback to peers and incorporates feedback into own work.</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Improvement in writing style and clarity. 2. Effective participation in peer review and feedback sessions. <p>Bentuk Penilaian : Aktifitas Partisipatif</p>	<p>Ethical considerations in thesis research. Institutional Review Board (IRB) approval. Ethical guidelines and best practices. 2 x 50 minutes</p>		<p>Materi: Research Ethics Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Materi: Research Ethics Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Materi: Research Ethics Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Materi: Research Ethics Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i></p> <hr/> <p>Materi: Research Ethics Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
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11	To write review of related literature for the proposed research	To organize the ideas into logical presentation	Kriteria: as written above Bentuk Penilaian : Aktifitas Partisipasif	Discussion, lecture, question-answer, assignment 8 X 50		Materi: review of related literature Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i> Materi: review of related literature Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i> Materi: review of related literature Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i> Materi: review of related literature Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i> Materi: review of related literature Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i>	3%
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12	Writing Style and Clarity	<p>1. Demonstrates improved writing style and clarity in assignments.</p> <p>2. Provides constructive feedback to peers and incorporates feedback into own work.</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Improvement in writing style and clarity. 2. Effective participation in peer review and feedback sessions. <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	Effective academic writing. Clarity, conciseness, and coherence. Proofreading and editing strategies. 2 x 50 minutes		<p>Materi: Writing Style and Clarity Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Materi: Writing Style and Clarity Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Materi: Writing Style and Clarity Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Materi: Writing Style and Clarity Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i></p> <hr/> <p>Materi: Writing Style and Clarity Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
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13	Peer Review and Feedback	<p>1. Demonstrates improved writing style and clarity in assignments.</p> <p>2. Provides constructive feedback to peers and incorporates feedback into own work.</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Improvement in writing style and clarity. 2. Effective participation in peer review and feedback sessions. <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Penilaian Praktikum</p>	Peer review process. Giving and receiving constructive feedback. Revision strategies. 2 X 50		<p>Materi: Peer Review, and Feedback Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Materi: Peer Review, and Feedback Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Materi: Peer Review, and Feedback Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Materi: Peer Review, and Feedback Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i></p> <hr/> <p>Materi: Peer Review, and Feedback Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	3%
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14	Finalizing the Proposal	<p>1.Submits a polished and well-structured proposal.</p> <p>2.Demonstrates improvement in presentation skills during practice sessions.</p>	<p>Kriteria:</p> <p>1.Quality of the finalized proposal.</p> <p>2.Progress in developing presentation skills.</p> <p>Bentuk Penilaian : Aktifitas Partisipatif</p>	<p>Polishing and finalizing the proposal.</p> <p>Preparing the reference list.</p> <p>Proper citation and referencing.</p> <p>2 X 50</p>		<p>Materi: Finalizing the Proposal</p> <p>Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Materi: Finalizing the Proposal</p> <p>Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Materi: Finalizing the Proposal</p> <p>Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Materi: Finalizing the Proposal</p> <p>Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i></p> <hr/> <p>Materi: Finalizing the Proposal</p> <p>Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	4%
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15	Finalizing the Proposal	<p>1.Submits a polished and well-structured proposal.</p> <p>2.Demonstrates improvement in presentation skills during practice sessions.</p>	<p>Kriteria:</p> <p>1.Quality of the finalized proposal.</p> <p>2.Progress in developing presentation skills.</p> <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	<p>Polishing and finalizing the proposal.</p> <p>Preparing the reference list.</p> <p>Proper citation and referencing.</p> <p>2 X 50</p>		<p>Materi: Finalizing the Proposal</p> <p>Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i></p> <hr/> <p>Materi: Finalizing the Proposal</p> <p>Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i></p> <hr/> <p>Materi: Finalizing the Proposal</p> <p>Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i></p> <hr/> <p>Materi: Finalizing the Proposal</p> <p>Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i></p> <hr/> <p>Materi: Finalizing the Proposal</p> <p>Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i></p>	4%
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16	FINAL EXAM	1. Clarity and Organization 2. Content and Research Quality 3. Citation and Referencing 4. Ethical Considerations 5. Presentation Skills 6. Overall Quality	Kriteria: 1. Clarity and Organization (20 points) 2. Content and Research Quality (25 points) 3. Citation and Referencing (15 points) 4. Ethical Considerations (15 points) 5. Presentation Skills (15 points) 6. Overall Quality (10 points) Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	The final exam for this course will consist of a written proposal that students will need to complete within a specified time frame. The proposal should include all the elements covered throughout the course, such as research questions, literature review, research methods, theoretical framework, and ethical considerations. Students will also be required to provide a brief oral presentation of their proposal. 2 x 50		Materi: Final exam Pustaka: <i>Academic Language and Literacy Development. 2012. Writing Proposal in Education. Clayton: Faculty of Education.</i> Materi: Final exam Pustaka: <i>Hefferman, James A.W. dan John E. Lincoln. 1982. Writing College Handbook. New York: Norton & Co.</i> Materi: Final exam Pustaka: <i>Kimberley, N., & Crosling, G. 2012. Student Q manual. Caulfield East, Vic: the Faculty of Business and Economics Monash University.</i> Materi: Final exam Pustaka: <i>Kiszner, Laurie G. dan Stephen R. Mandell. 1983. Patterns for College Writing: A Rhetorical Reader and Guide. New York: St. Martin&rsquos.</i> Materi: Final exam Pustaka: <i>Thomson Reuters. 2012. Endnote X6 Help.</i>	50%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	37.25%
2.	Penilaian Hasil Project / Penilaian Produk	53.75%
3.	Penilaian Portofolio	6.75%
4.	Penilaian Praktikum	2.25%
		100%

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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