



**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																																																																																																																						
World Englishes	7920202293	Mata Kuliah Pilihan Program Studi	T=2 P=0 ECTS=3.18	5	22 November 2024																																																																																																																						
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	Lina Purwaning Hartanti, S.Pd., M.EIL.; Cicilia Deandra Maya Putri, S.Hum., M.A.		Dr. Widyastuti, S.S., M.Pd.		Dr. Ali Mustofa, S.S., M.Pd.																																																																																																																						
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	CPMK - 5	Being able to present original and creative works, engage in group discussion, solve problems with critical thinking during class discussion and presentations.																																																																																																																									
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Deskripsi Singkat MK	This course provides an overview of the major varieties of English, including their characteristics at various linguistic levels, their use and status in different countries, and issues of TESOL teaching and testing. Students will compare and contrast varieties of English and investigate the history and spread of English, the formal characteristics of Englishes around the world, and the language teaching. In addition, students will explore how globalisation plays an important role in the status, function and features of English in the world today. The teaching learning activities are conducted through presentation, discussion, and question-answer. Students will develop a research project, focusing on some aspects of English in some varieties.																																																																																																																										
Pustaka	Utama :																																																																																																																										

1. Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.
2. Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes . London and New York: Routledge.
3. Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction . London: Hodder Education, an Hachette UK company.
4. Mesthrie, Rajend and Bhatt, Rakesh M. 2008. World Englishes: The Study of New Linguistic Varieties . Cambridge: Cambridge University Press.
5. Seargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context . London and New York: Routledge.

Pendukung :

1. Surrounding experience

Dosen Pengampu

Lina Purwaning Hartanti, S.Pd., M.EIL.
Cicilia Deandra Maya Putri, S.Hum., M.A.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [<i>Estimasi Waktu</i>]		Materi Pembelajaran [<i>Pustaka</i>]	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 summarize the concepts of the roots and spread of English.</p> <p>2. Being able to criticize the concepts of the roots and spread of English.</p>	<p>1. To explain the definition of World Englishes</p> <p>2. Write a critical summary of the roots and spread of English with correct grammar using Jam Board application.</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Content Understanding: Does the summary demonstrate a clear understanding of the original text or material? Are the main ideas and key points of the original work accurately identified and represented in the summary? Does the summary capture the overall message or purpose of the original work? 2. Critical Thinking and Analysis: Does the summary go beyond mere description and provide a thoughtful analysis of the original work? Are the strengths and weaknesses of the original work identified and discussed? Does the summary present a balanced perspective and consider alternative viewpoints or counterarguments? 3. Clarity and Organization: Is the summary well-organized, with a logical flow of ideas? Are the main points presented in a clear and concise manner? Is the language used in the summary appropriate, precise, and understandable? 4. Writing Style and Mechanics: Is the summary well-written, with proper grammar, punctuation, and spelling? Does the summary use appropriate vocabulary and terminology related to the original work? Are quotes or paraphrased material properly cited and referenced according to the required format? <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<p>Presentation, Discussion, Question-Answer Lecturing Discussion Group assignment 2 X 50</p>	<p>Lecturing Discussion Group assignment 2 X 50</p>	<p>Materi: The roots and spread of English Pustaka: Jenkins, Jennifer. 2015. <i>Global Englishes: A Resource Book for Students Third Edition</i>. London and New York: Routledge.</p> <hr/> <p>Materi: The roots and spread of English Pustaka: Kirkpatrick, Andy. 2010. <i>The Routledge Handbook of World Englishes</i>. London and New York: Routledge.</p>	5%
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2	<p>1. Being able to summarize the concepts of the roots and spread of English.</p> <p>2. Being able to criticize the concepts of the roots and spread of English.</p>	<p>1. To explain the definition of World Englishes</p> <p>2. Write a critical summary of the roots and spread of English with correct grammar using Jam Board application.</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Content Understanding: Does the summary demonstrate a clear understanding of the original text or material? Are the main ideas and key points of the original work accurately identified and represented in the summary? Does the summary capture the overall message or purpose of the original work? 2. Critical Thinking and Analysis: Does the summary go beyond mere description and provide a thoughtful analysis of the original work? Are the strengths and weaknesses of the original work identified and discussed? Does the summary present a balanced perspective and consider alternative viewpoints or counterarguments? 3. Clarity and Organization: Is the summary well-organized, with a logical flow of ideas? Are the main points presented in a clear and concise manner? Is the language used in the summary appropriate, precise, and understandable? 4. Writing Style and Mechanics: Is the summary well-written, with proper grammar, punctuation, and spelling? Does the summary use appropriate vocabulary and terminology related to the original work? Are quotes or paraphrased material properly cited and referenced according to the required format? <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<p>Presentation, Discussion, Question-Answer-Lecturing Discussion Group assignment 2 X 50</p>	<p>Lecturing Discussion Group assignment 2 X 50</p>	<p>Materi: The roots and spread of English Pustaka: Jenkins, Jennifer. 2015. <i>Global Englishes: A Resource Book for Students Third Edition</i>. London and New York: Routledge.</p> <hr/> <p>Materi: The roots and spread of English Pustaka: Kirkpatrick, Andy. 2010. <i>The Routledge Handbook of World Englishes</i>. London and New York: Routledge.</p>	5%
3	<p>Being able to create reflective notes on English variations based on a phenomenon in students' surroundings.</p>	<p>Complete reflective notes on English variations based on phenomena in students' surroundings using correct grammar.</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Depth of Reflection (1-4) 2. Connection to Experience (1-4) 3. Critical Thinking (1-4) 4. Organization and Structure (1-4) 5. Clarity and Expression (1-4) <p>Bentuk Penilaian : Penilaian Portofolio</p>	<p>Individual reading assignment Discussion 2 X 50</p>	<p>Individual reading assignment Discussion 2 X 50</p>	<p>Materi: Personal study experience Pustaka: <i>Surrounding experience</i></p>	2%

4	Being able to explain the basic concepts of variations in English.	Complete a worksheet on English variations	Kriteria: Written Bentuk Penilaian : Tes	Presentation, Discussion Lecturing Discussion Individual assignment Question-Answer 2 X 50	Lecturing Discussion Individual assignment 2 X 50	Materi: Variations in English Pustaka: <i>Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes . London and New York: Routledge.</i>	2%
5	Being able to explain the basic concepts of variations in English.	Complete a worksheet on English variations	Kriteria: Written Bentuk Penilaian : Tes	Presentation, Discussion Lecturing Discussion Individual assignment Question-Answer 2 X 50	Lecturing Discussion Individual assignment 2 X 50	Materi: Variations in English Pustaka: <i>Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes . London and New York: Routledge.</i>	2%
6	<p>1. Being able to objectively compare the main linguistic features and the use of English in the inner circle through poster presentation.</p> <p>2. Being able to respond to others' presentations in English using an appropriate manner.</p>	Compose a creative group poster on the comparison of the main linguistic features and the use of English in the inner circle. Present it using effective presentation skills.	Kriteria: <p>1. Content Knowledge (1-4): Demonstrates deep understanding of the topic and presents accurate information. Includes relevant supporting evidence and examples.</p> <p>2. Organization and Structure (1-4): Well-structured and logically organized. Clear and coherent flow of information. Sections and visuals are labeled effectively.</p> <p>3. Visual Appeal and Design (1-4): Engaging and visually appealing poster. Effective use of colors, images, and graphics. Consistent and legible font style and size.</p> <p>4. Communication and Delivery (1-4): Presents with clarity, confidence, and enthusiasm. Maintains eye contact with the audience. Uses appropriate body language and gestures.</p> <p>5. Engagement and Interaction (1-4): Engages the audience through interactive elements or questions. Responds effectively to audience inquiries and feedback.</p> Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Project 2 X 50	Project 2 X 50	Materi: Inner circle English Pustaka: <i>Seargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context . London and New York: Routledge.</i> Materi: Inner circle English Pustaka: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.</i>	10%

7	<p>1. Being able to objectively compare the main linguistic features and the use of English in the inner circle through poster presentation.</p> <p>2. Being able to respond to others' presentations in English using an appropriate manner.</p>	<p>Compose a creative group poster on the comparison of the main linguistic features and the use of English in the inner circle. Present it using effective presentation skills.</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Content Knowledge (1-4): Demonstrates deep understanding of the topic and presents accurate information. Includes relevant supporting evidence and examples. 2. Organization and Structure (1-4): Well-structured and logically organized. Clear and coherent flow of information. Sections and visuals are labeled effectively. 3. Visual Appeal and Design (1-4): Engaging and visually appealing poster. Effective use of colors, images, and graphics. Consistent and legible font style and size. 4. Communication and Delivery (1-4): Presents with clarity, confidence, and enthusiasm. Maintains eye contact with the audience. Uses appropriate body language and gestures. 5. Engagement and Interaction (1-4): Engages the audience through interactive elements or questions. Responds effectively to audience inquiries and feedback. <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja</p>	Project 2 X 50	Project 2 X 50	<p>Materi: Inner circle English Pustaka: <i>Sergeant, Philip. 2012. Exploring World Englishes: Language in a Global Context . London and New York: Routledge.</i></p> <p>Materi: Inner circle English Pustaka: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.</i></p>	10%
8	<p>Being able to create reflective notes on English variations based on a phenomenon in students' surroundings.</p>	<p>Complete reflective notes on English variations based on phenomena in students' surroundings using correct grammar.</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Depth of Reflection (1-4) 2. Connection to Experience (1-4) 3. Critical Thinking (1-4) 4. Organization and Structure (1-4) <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	Individual assignment 2 X 50	Individual assignment 2 X 50	<p>Materi: Personal study experience Pustaka: <i>Surrounding experience</i></p>	2%

9	Being able to analyze the main linguistic features and the use of English in the outer circle through selected videos.	Critically analyze the main linguistic features and the use of English in Singapore, Malaysia, and India as portrayed in selected videos.	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Content Understanding: Does the summary demonstrate a clear understanding of the original text or material? Are the main ideas and key points of the original work accurately identified and represented in the summary? Does the summary capture the overall message or purpose of the original work? 2. Critical Thinking and Analysis: Does the summary go beyond mere description and provide a thoughtful analysis of the original work? Are the strengths and weaknesses of the original work identified and discussed? Does the summary present a balanced perspective and consider alternative viewpoints or counterarguments? 3. Clarity and Organization: Is the summary well-organized, with a logical flow of ideas? Are the main points presented in a clear and concise manner? Is the language used in the summary appropriate, precise, and understandable? 4. Writing Style and Mechanics: Is the summary well-written, with proper grammar, punctuation, and spelling? Does the summary use appropriate vocabulary and terminology related to the original work? Are quotes or paraphrased material properly cited and referenced according to the required format? <p>Bentuk Penilaian : Aktifitas Partipasif, Penilaian Hasil Project / Penilaian Produk</p>	Lecturing Discussion Group assignment 2 X 50	Lecturing Discussion Group assignment 2 X 50	<p>Materi: Outer circle English Pustaka: <i>Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction . London: Hodder Education, an Hachette UK company.</i></p> <hr/> <p>Materi: Outer Circle English Pustaka: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.</i></p>	5%
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10	Being able to analyze the main linguistic features and the use of English in the outer circle through selected videos.	Critically analyze the main linguistic features and the use of English in Singapore, Malaysia, and India as portrayed in selected videos.	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Content Understanding: Does the summary demonstrate a clear understanding of the original text or material? Are the main ideas and key points of the original work accurately identified and represented in the summary? Does the summary capture the overall message or purpose of the original work? 2. Critical Thinking and Analysis: Does the summary go beyond mere description and provide a thoughtful analysis of the original work? Are the strengths and weaknesses of the original work identified and discussed? Does the summary present a balanced perspective and consider alternative viewpoints or counterarguments? 3. Clarity and Organization: Is the summary well-organized, with a logical flow of ideas? Are the main points presented in a clear and concise manner? Is the language used in the summary appropriate, precise, and understandable? 4. Writing Style and Mechanics: Is the summary well-written, with proper grammar, punctuation, and spelling? Does the summary use appropriate vocabulary and terminology related to the original work? Are quotes or paraphrased material properly cited and referenced according to the required format? <p>Bentuk Penilaian : Aktifitas Partipasif, Penilaian Hasil Project / Penilaian Produk</p>	Lecturing Discussion Group assignment 2 X 50	Lecturing Discussion Group assignment 2 X 50	<p>Materi: Outer circle English Pustaka: <i>Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction . London: Hodder Education, an Hachette UK company.</i></p> <hr/> <p>Materi: Outer Circle English Pustaka: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.</i></p>	3%
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11	Being able to compose a creative infographic on the main linguistic features and the use of English in the expanding circle.	Compose a creative infographic in groups on the main linguistic features and the use of English in the expanding circle using correct grammar.	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Content Knowledge (1-4): Demonstrates deep understanding of the topic and presents accurate information. Includes relevant supporting evidence and examples. 2.Organization and Structure (1-4): Well-structured and logically organized. Clear and coherent flow of information. Sections and visuals are labeled effectively. 3.Visual Appeal and Design (1-4): Engaging and visually appealing poster. Effective use of colors, images, and graphics. Consistent and legible font style and size. 4.Communication and Delivery (1-4): Presents with clarity, confidence, and enthusiasm. Maintains eye contact with the audience. Uses appropriate body language and gestures. 5.Engagement and Interaction (1-4): Engages the audience through interactive elements or questions. Responds effectively to audience inquiries and feedback. <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	Discussion Group assignment 2 X 50	Discussion Group assignment 2 X 50	<p>Materi: Expanding circle English</p> <p>Pustaka: <i>Melchers, Gunnel and Shaw, Philip. 2011. World Englishes: An Introduction . London: Hodder Education, an Hachette UK company.</i></p>	10%
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12	Being able to compose a creative infographic on the main linguistic features and the use of English in the expanding circle.	Compose a creative infographic in groups on the main linguistic features and the use of English in the expanding circle using correct grammar.	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Content Knowledge (1-4): Demonstrates deep understanding of the topic and presents accurate information. Includes relevant supporting evidence and examples. 2.Organization and Structure (1-4): Well-structured and logically organized. Clear and coherent flow of information. Sections and visuals are labeled effectively. 3.Visual Appeal and Design (1-4): Engaging and visually appealing poster. Effective use of colors, images, and graphics. Consistent and legible font style and size. 4.Communication and Delivery (1-4): Presents with clarity, confidence, and enthusiasm. Maintains eye contact with the audience. Uses appropriate body language and gestures. 5.Engagement and Interaction (1-4): Engages the audience through interactive elements or questions. Responds effectively to audience inquiries and feedback. <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Discussion Group assignment 2 X 50	Discussion Group assignment 2 X 50	<p>Materi: Expanding circle English</p> <p>Pustaka: <i>Melchers, Gunnel and Shaw, Phillip. 2011. World Englishes: An Introduction . London: Hodder Education, an Hachette UK company.</i></p>	5%
13	Being able to criticize issues on the teaching and testing of global English through group discussion (case-based learning).	Critically discuss in groups issues on the teaching and testing of global English based on given real-world cases.	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Depth of discussion (1-4) 2.Engagement (1-4) <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk</p>	Case-based learning Discussion Group assignment 2 X 50	Case-based learning Discussion Group assignment 2 X 50	<p>Materi: English Tests around the world</p> <p>Pustaka: <i>Seargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context . London and New York: Routledge.</i></p>	5%

14	Being able to compose an original academic article on a phenomenon of global English.	Compose an original academic article on a certain phenomenon of Global English using correct grammar	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Thesis Statement: Clear and focused thesis statement that presents the main argument or claim. Provides a roadmap for the essay. 2.Organization and Structure: Well-structured essay with a logical flow of ideas. Introduction, body, and conclusion are clearly defined. 3.Analysis and Critical Thinking: Demonstrates strong analytical and critical thinking skills. Engages with the topic, explores complexities, and offers thoughtful analysis. 4.Language and Mechanics: Demonstrates strong 4 3 2 1 writing skills, with proper grammar, punctuation, and spelling. Uses appropriate vocabulary and tone for the audience. <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	Project-based learning Discussion Group assignment 2 X 50	Project-based learning Discussion Group assignment 2 X 50	<p>Materi: Related chosen topic Pustaka: <i>Seargeant, Philip. 2012. Exploring World Englishes: Language in a Global Context . London and New York: Routledge.</i></p> <hr/> <p>Materi: Related chosen topic Pustaka: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.</i></p>	15%
15	Being able to compose an original academic article on a phenomenon of global English.	Compose an original academic article on a certain phenomenon of Global English using correct grammar.	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Thesis Statement: Clear and focused thesis statement that presents the main argument or claim. Provides a roadmap for the essay. 2.Organization and Structure: Well-structured essay with a logical flow of ideas. Introduction, body, and conclusion are clearly defined. 3.Analysis and Critical Thinking: Demonstrates strong analytical and critical thinking skills. Engages with the topic, explores complexities, and offers thoughtful analysis. 4.Language and Mechanics: Demonstrates strong 4 3 2 1 writing skills, with proper grammar, punctuation, and spelling. Uses appropriate vocabulary and tone for the audience. <p>Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk</p>	Project-based learning Discussion Group assignment 2 X 50	Project-based learning Discussion Group assignment 2 X 50	<p>Materi: Related chosen topic Pustaka: <i>Jenkins, Jennifer. 2015. Global Englishes: A Resource Book for Students Third Edition . London and New York: Routledge.</i></p> <hr/> <p>Materi: Related chosen topic Pustaka: <i>Kirkpatrick, Andy. 2010. The Routledge Handbook of World Englishes . London and New York: Routledge.</i></p>	15%

16	Being able to create reflective notes on English variations based on a phenomenon in students' surroundings	deliver reflective notes on English variations based on a phenomenon in students' surroundings	Kriteria: 1.Depth of Reflection (1-4) 2.Connection to Experience (1-4) 3.Critical Thinking (1-4) 4.Organization and Structure (1-4) Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	Individual assignment 2 X 50	Individual assignment 2 X 50	Materi: Personal study experience Pustaka: <i>Surrounding experience</i>	4%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	22%
2.	Penilaian Hasil Project / Penilaian Produk	59%
3.	Penilaian Portofolio	5%
4.	Praktik / Unjuk Kerja	10%
5.	Tes	4%
		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 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 tolak 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.

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Koordinator Program Studi S1
Sastra Inggris



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