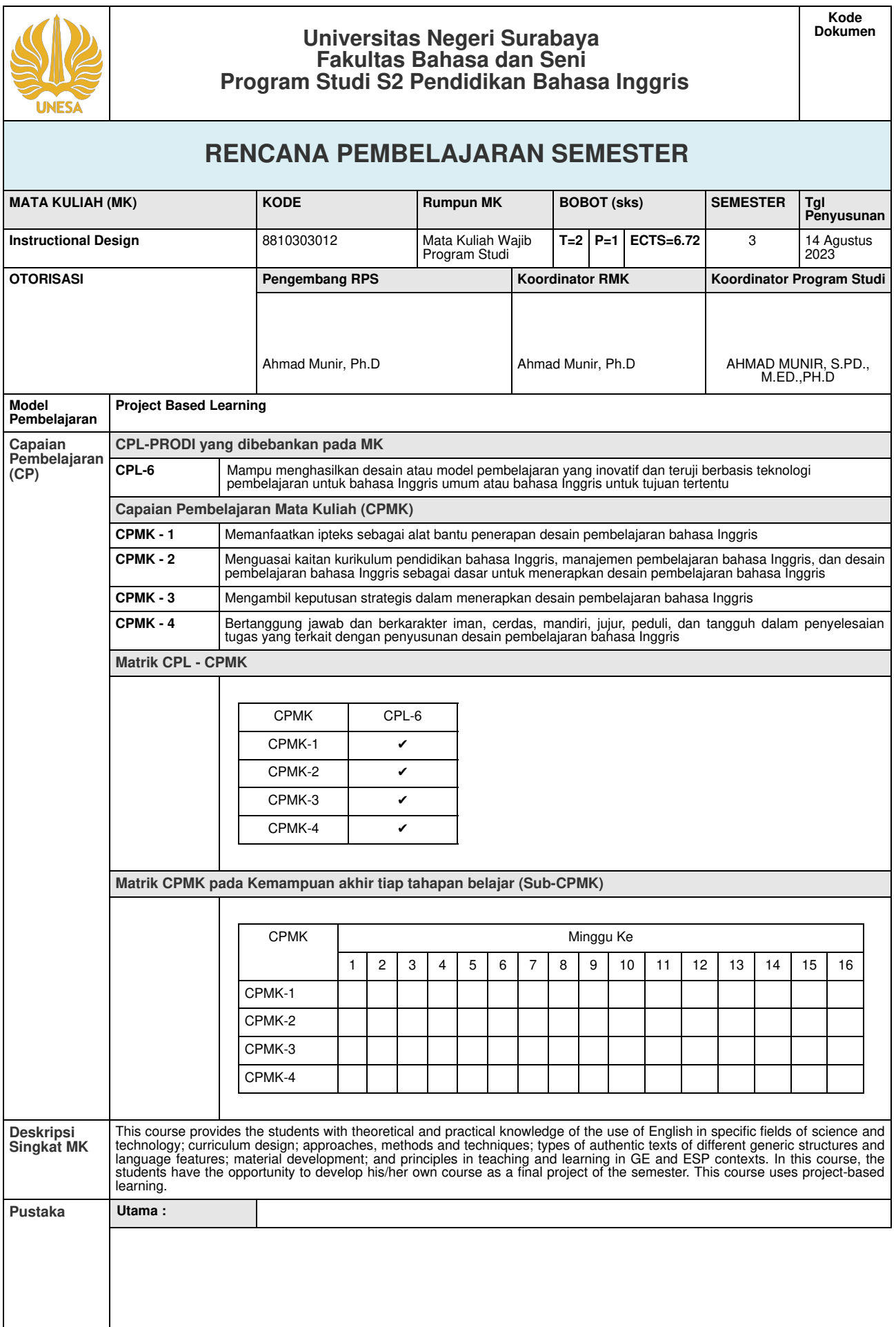




1. Brown, H. D., & Lee, H. (2015). Chapter 9 Curriculum and Course Design, Chapter 10 Lesson Planning in Teaching by Principles (pp.178-218) . Melbourne: Pearson Education Australia 2. Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP 3. Kurikulum Merdeka 2022 4. Kurikulum MBKM perguruan tinggi							
Pendukung :							
Dosen Pengampu Dr. Ali Mustofa, S.S., M.Pd. Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. Ahmad Munir, S.Pd., M.Ed., Ph.D.							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan 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	To explain related terms: language curriculum, language program, syllabus, and design of language instruction and their links	To explain related terms: language curriculum, language program, syllabus, and design of language instruction and their links.	Kriteria: To explain the links between curriculum and syllabus accurately will get 100 points Bentuk Penilaian : Praktik / Unjuk Kerja	Note taking for definitions of: language curriculum, language program, syllabus, and design of language instruction. Discussing links among language curriculum, language program, syllabus, and design of language instruction. 3 X 50		Materi: definition of curriculum and syllabus Pustaka: Brown, H. D., & Lee, H. (2015). Chapter 9 Curriculum and Course Design, Chapter 10 Lesson Planning in Teaching by Principles (pp.178-218) . Melbourne: Pearson Education Australia Materi: Curriculum development processess Pustaka: Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP	5%
2	1.To list syllabus models of English language teaching 2.To explain popular syllabus models of English language teaching in Indonesia	1.To list syllabus models of English language teaching 2.To explain popular syllabus models of English language teaching in Indonesia	Kriteria: Listing all 10 syllabus models will get 100 points Bentuk Penilaian : Praktik / Unjuk Kerja	Reading syllabus models and their features 3 X 50		Materi: Syllabus models Pustaka: Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP	5%

3	To explain the place of lesson planning in syllabus implementation	To explain the place of lesson planning in syllabus implementation	Kriteria: Explain syllabus design and classroom implementaion accurately will get 100 points Bentuk Penilaian : Praktik / Unjuk Kerja	Reading and discussion 3 X 50		Materi: Lesson plan versus syllabus Pustaka: <i>Brown, H. D., & Lee, H. (2015). Chapter 9 Curriculum and Course Design, Chapter 10 Lesson Planning in Teaching by Principles (pp.178-218) . Melbourne: Pearson Education Australia</i>	5%
4	To develop syllabus for ELT at schools	To develop syllabus for ELT at schools	Kriteria: Draft of syllabus of English subject in a school Bentuk Penilaian : Praktik / Unjuk Kerja	Reading curriculum and syllabus model 3 X 50		Materi: CP element Pustaka: <i>Kurikulum Merdeka 2022</i>	2%
5	Developing school syllabus (including language strands): learning outcomes and objectives	To develop learning putcomes into objectives	Kriteria: Developing accurately 4 objectives from a learning outcome will get 100 points Bentuk Penilaian : Praktik / Unjuk Kerja	Reading and workshop 3 X 50		Materi: Capaian pembelajaran and learning objectives Pustaka: <i>Kurikulum Merdeka 2022</i>	3%
6	Developing school syllabus (including language strands): learning outcomes and objectives	To develop learning putcomes into objectives	Kriteria: Developing accurately 4 objectives from a learning outcome will get 100 points Bentuk Penilaian : Praktik / Unjuk Kerja	Reading and workshop 3 X 50		Materi: Capaian pembelajaran and learning objectives Pustaka: <i>Kurikulum Merdeka 2022</i>	3%
7	Developing university syllabus: learning outcomes and objectives	To develop learning outcomes into objectives in a university syllabus	Kriteria: Developing accurately 4 objectives from a learning outcome will get 100 points Bentuk Penilaian : Praktik / Unjuk Kerja	Reading and workshop 3 X 50		Materi: Capaian pembelajaran and learning objectives Pustaka: <i>Kurikulum Merdeka 2022</i>	2%

8	1.To develop syllabus for ELT at schools 2.To develop syllabus for ELT at university	To develop syllabus for ELT at schools and university	Kriteria: Submitting the developed syllabus for ELT at schools and university will get 100 points Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Written test 3 X 50		Materi: Syllabus examples Pustaka: <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i> Materi: Panduan penyusunan kurikulum MBKM Pustaka: <i>Kurikulum MBKM perguruan tinggi</i>	20%
9	1.To develop a language program 2.To pan for a language program syllabus (including commercial English courses), needs-based	Producing plan for developing language program syllabus	Kriteria: Producing plan for developing language program syllabus will get 100 points Bentuk Penilaian : Aktifitas Partisipasi	Reading-discussion 3 X 50		Materi: Examples of language program syllabus Pustaka: <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i>	5%
10	To determine goal, objectives and program structure	Producing need analysis data collection to be converted into goals	Kriteria: Producing need analysis data collection to be converted into goals will get 100 points Bentuk Penilaian : Praktik / Unjuk Kerja	Doing needs analyses research 3 X 50		Materi: need analysis and goals Pustaka: <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i>	5%
11	To determine materials and assessment for the syllabus of language program	Producing materials and assessment for the syllabus	Kriteria: Producing materials and assessment for the syllabus will get 100 points Bentuk Penilaian : Praktik / Unjuk Kerja	Developing syllabus 3 X 50		Materi: need analysis and goals Pustaka: <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i>	2%

12	To determine materials and assessment for the syllabus of language program	Producing materials and assessment for the syllabus	Kriteria: Producing materials and assessment for the syllabus will get 100 points Bentuk Penilaian : Praktik / Unjuk Kerja	Developing syllabus 3 X 50		Materi: need analysis and goals Pustaka: <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i>	2%
13	to develop hybrid syllabus for language program at university	Drafting hybrid syllabus	Kriteria: Complete drafting of hybrid syllabus for language program at university will get 100 points Bentuk Penilaian : Praktik / Unjuk Kerja	Developing hybrid syllabus 3 X 50		Materi: University program Pustaka: <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i> Materi: RPS OBE Pustaka: <i>Kurikulum MBKM perguruan tinggi</i>	3%
14	to develop hybrid syllabus for language program at university	Drafting hybrid syllabus	Kriteria: Complete drafting of hybrid syllabus for language program at university will get 100 points Bentuk Penilaian : Praktik / Unjuk Kerja	Developing hybrid syllabus 3 X 50		Materi: University program Pustaka: <i>Richards, J.C. 2017. Curriculum development in language teaching second edition. Cambridge: CUP</i> Materi: RPS OBE Pustaka: <i>Kurikulum MBKM perguruan tinggi</i>	3%

15	to develop hybrid syllabus for language program at university	Drafting hybrid syllabus	Kriteria: Complete drafting of hybrid syllabus for language program at university will get 100 points Bentuk Penilaian : Praktik / Unjuk Kerja	Developing hybrid syllabus 3 X 50		Materi: University program Pustaka: Richards, J.C. 2017. <i>Curriculum development in language teaching second edition.</i> Cambridge: CUP Materi: RPS OBE Pustaka: Kurikulum MBKM perguruan tinggi	5%
16	1.To develop syllabus for ELT at schools 2.To develop syllabus for ELT at university 3.To develop a lcommercial anguage program	Submitting all syllabus of English for school, university and commercial language program	Kriteria: Submitting all syllabus of English for school, university and commercial language program will get 100 points Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Submission of portofolio 3 X 50		Materi: examples of syllabus Pustaka: Richards, J.C. 2017. <i>Curriculum development in language teaching second edition.</i> Cambridge: CUP	30%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	5%
2.	Penilaian Hasil Project / Penilaian Produk	50%
3.	Praktik / Unjuk Kerja	45%
		100%

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang 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 23 Februari 2024

Koordinator Program Studi S2
Pendidikan Bahasa Inggris

UPM Program Studi S2
Pendidikan Bahasa Inggris



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