

	Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S1 Pendidikan Bahasa Inggris					Kode Dokumen																																																																																				
RENCANA PEMBELAJARAN SEMESTER																																																																																										
MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)		SEMESTER	Tgl Penyusunan																																																																																				
Reading For Research	8820302181	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	4																																																																																				
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																																																																					
	Retno Wulan Dari		Eva Rahmawati		HIMMAWAN ADI NUGROHO																																																																																					
Model Pembelajaran	Project Based Learning																																																																																									
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																									
	CPL-6	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.																																																																																								
	CPL-10	Melakukan penelitian dan pengkajian pembelajaran Bahasa Inggris.																																																																																								
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																									
	CPMK - 1	Students are able to evaluate and justify the relevance of selected academic sources through oral and written communication that meets CEFR B2 standards, as part of developing a clear research focus and argumentation.																																																																																								
	CPMK - 2	Students are able to formulate a research idea or focus by analyzing and selecting credible and current academic sources on EFL-related issues, leading to the development of a research gap and contribution (research fill).																																																																																								
	CPMK - 3	Students are able to critically analyze and synthesize academic texts across various genres and theoretical frameworks, and apply them to produce an annotated bibliography that supports their own research writing.																																																																																								
	Matrik CPL - CPMK																																																																																									
	<table border="1"> <tr> <td>CPMK</td> <td>CPL-6</td> <td>CPL-10</td> </tr> <tr> <td>CPMK-1</td> <td>✓</td> <td></td> </tr> <tr> <td>CPMK-2</td> <td></td> <td>✓</td> </tr> <tr> <td>CPMK-3</td> <td></td> <td>✓</td> </tr> </table>						CPMK	CPL-6	CPL-10	CPMK-1	✓		CPMK-2		✓	CPMK-3		✓																																																																								
CPMK	CPL-6	CPL-10																																																																																								
CPMK-1	✓																																																																																									
CPMK-2		✓																																																																																								
CPMK-3		✓																																																																																								
	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																									
	<table border="1"> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th></tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th></tr> <tr> <td>CPMK-1</td> <td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td></tr> <tr> <td>CPMK-2</td> <td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr> <td>CPMK-3</td> <td></td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr> </table>						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	Minggu Ke																																																																																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																										
CPMK-1	✓															✓																																																																										
CPMK-2		✓	✓	✓	✓																																																																																					
CPMK-3						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																																																																											
Deskripsi Singkat MK	This course is designed to help students demonstrate the ways critical reading and critical writing function together in the process of the research. It aims to develop and hone the skills of the critical reader: identifying and interpreting different genres; contextualizing primary texts within their contexts (cultural, historical, social, political); and analyzing primary texts through a wide range of secondary sources - contextual, critical and theoretical. The topics in this course main focus on EFL current issues. Along the course, students are involved in various activities designed to help them practice and improve their research skills and produce an annotated bibliography independently based on their proposed topic. All teaching-learning activities are conducted through lecturing, workshop, discussion, question-answer, and reflective thinking activity.																																																																																									
Pustaka	Utama :																																																																																									
	1. Yeong, Foong May. 2014. How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members). World Scientific 2. Fink, Arlene G. Fink. 2019. Conducting Research Literature Reviews: From the Internet to Paper. Sage Publishing.																																																																																									
	Pendukung :																																																																																									
	1. _____. Aug 3, 2017.The Literature Review - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California. Retrieved from : http://libguides.usc.edu/writingguide. 2. Dane, Francis. 2010. Evaluating Research: Methodology for People Who Need to Read Research. SAGE Publications Ltd 3. Galvan, Jose L. and Galvan, Melisa C. 2017. Writing Literature Reviews; A Guide for Students of the Social and Behavioral Sciences. 7th Edition. New York; Routledge 4. Hart, Chris. 2018. Doing a Literature Review: Releasing the Research Imagination (SAGE Study Skills Series). 2nd edition. Sage Publishing. 5. Yudkin, Ben. 2006. Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine. Canada: Routledge 6. Journal articles from ELT Journal, TESOL Quarterly.																																																																																									

Dosen Pengampu		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. Suvi Akhriyah, S.Pd., M.Pd. Retno Wulan Dari, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd. Sueb, S.Pd., M.Pd.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk 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	Understanding the types of Literature Sources and the types of Journals & Paper	1.To mention the types of Literature Sources 2.To give example each type of Literature Sources 3.To mention the types of Journals & Paper To state the difference and similarity of each type of Journals & Paper 4.To state the difference and similarity of each type of Journals & Paper	Kriteria: 1.1. Actively participating in class discussions by identifying different types of literature sources. 2.2. Engaging in group activities where students categorize journals and papers based on academic standards. 3.3. Asking insightful questions related to literature sources.	Discussion, Lecturing, Question-Answer 2 X 50	Discussion, Lecturing, Question-Answer 2 x 50	Materi: Types of Literature Sources Pustaka: Hart, Chris. 2018. <i>Doing a Literature Review: Releasing the Research Imagination (SAGE Study Skills Series). 2nd edition. Sage Publishing.</i> Materi: Types of Journals & Paper Pustaka: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine. Canada: Routledge</i> Materi: Types of Journals & Paper Pustaka: Journal articles from ELT Journal, TESOL Quarterly.	0%
2	Finding and selecting appropriate source material from both print and electronic environments	1.To use Digilib Sources, Google Scholar, Academia, ResearchGate, and Libgen in finding appropriate source material 2.To define the quality of source material using google index, Sinta and Scimago	Kriteria: 1.1. Demonstrating initiative by presenting relevant sources from both print and online platforms. 2.2. Actively engaging in collaborative discussions about source credibility. 3.3. Contributing to peer reviews by providing feedback on their source selection. Bentuk Penilaian : Aktifitas Partisipatif	Workshop, Question-Answer, Discussion 3 X 50	- -	Materi: Workshop on: Google Scholar, Scimago, Academia, Researchgate, Scihub, Libgen, Sinta and Scimago Pustaka: Fink, Arlene G. Fink. 2019. <i>Conducting Research Literature Reviews: From the Internet to Paper. Sage Publishing.</i> Materi: Workshop on: Google Scholar, Scimago, Academia, Researchgate, Scihub, Libgen, Sinta and Scimago Pustaka: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine. Canada: Routledge</i> Materi: Workshop on: Google Scholar, Scimago, Academia, Researchgate, Scihub, Libgen, Sinta and Scimago Pustaka: Journal articles from ELT Journal, TESOL Quarterly.	0%

3	Managing and using Sources	1.To use Mendeley in managing reference 2.To manage referencing system using Mendeley 3.To use paraphrase, summarize and synthesize strategy in avoiding plagiarism 4.To use Turnitin in checking similarity and plagiarism	Kriteria: 1.1. Actively participating in the organization and management of shared resources in group tasks. 2.2. Demonstrating initiative in using reference management tools. 3.3. Engaging in peer-to-peer support by sharing tips on managing and citing sources efficiently. Bentuk Penilaian : Aktifitas Partisipatif	Workshop, Question-Answer, Discussion 3 X 50	- -	Materi: Workshop on: Mendeley & Turnitin Pustaka: Fink, Arlene G. Fink. 2019. <i>Conducting Research Literature Reviews: From the Internet to Paper</i>. Sage Publishing. Materi: Workshop on: Mendeley & Turnitin Pustaka: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine</i>. Canada: Routledge Materi: Workshop on: Mendeley & Turnitin Pustaka: Journal articles from ELT Journal, TESOL Quarterly.	0%
4	Doing initial appraisal and analyzing the organization of research article	1.To appraise a research article based on the Author, Date of Publication, Edition or Revision, Publisher and Title of Journal 2.To use checklist as a guidance in initial appraisal 3.To mention the parts of Research Article Structure (AIMRAD) 4.To dissect articles based on AIMRAD	Kriteria: 1.1. Actively analyzing and critiquing research articles in group discussions. 2.2. Initiating conversations about different methods of article organization. Bentuk Penilaian : Aktifitas Partisipatif, Praktik / Unjuk Kerja	Discussion, Lecturing, Question-Answer 3 X 50	- -	Materi: AIMRAD Pustaka: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i>. World Scientific Materi: CRAAP checklist Pustaka: Dane, Francis. 2010. <i>Evaluating Research: Methodology for People Who Need to Read Research</i>. SAGE Publications Ltd Materi: AIMRAD Pustaka: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine</i>. Canada: Routledge	0%
5	Doing initial appraisal and analyzing the organization of research article	1.To appraise a research article based on the Author, Date of Publication, Edition or Revision, Publisher and Title of Journal 2.To use checklist as a guidance in initial appraisal 3.To mention the parts of Research Article Structure (AIMRAD) 4.To dissect articles based on AIMRAD	Kriteria: 1.1. Actively contributing to group discussions about identifying research gaps. 2.2. Showing initiative in researching and presenting possible solutions to address research gaps. 3.3. Collaborating with peers to refine ideas on filling gaps in existing literature. Bentuk Penilaian : Penilaian Portofolio	Discussion, Lecturing, Question-Answer 3 X 50	- -	Materi: AIMRAD Pustaka: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i>. World Scientific Materi: CRAAP checklist Pustaka: Dane, Francis. 2010. <i>Evaluating Research: Methodology for People Who Need to Read Research</i>. SAGE Publications Ltd Materi: AIMRAD Pustaka: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine</i>. Canada: Routledge	20%

6	Analyzing research gap & research fill	1.To explain the characteristics of research gap & research fill 2.To identify the research gap & research fill by using cue words 3.To formulate research gap & research fill	Kriteria: 1.Able to explain the characteristics of research gap & research fill 2.Able to identify the research gap & research fill by using cue words 3.Able to formulate research gap & research fill Bentuk Penilaian : Praktik / Unjuk Kerja	Discussion, Lecturing, Question-Answer 3 X 50	- -	Materi: Research gap & research fill Pustaka: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i> . World Scientific Materi: Research gap & research fill Pustaka: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine</i> . Canada: Routledge Materi: Research gap & research fill Pustaka: Journal articles from ELT Journal, TESOL Quarterly.	0%
7	Analyzing research gap & research fill	1.To explain the characteristics of research gap & research fill 2.To identify the research gap & research fill by using cue words 3.To formulate research gap & research fill	Kriteria: 1.Able to explain the characteristics of research gap & research fill 2.Able to identify the research gap & research fill by using cue words 3.Able to formulate research gap & research fill Bentuk Penilaian : Aktifitas Partisipasif	Discussion, Lecturing, Question-Answer 3 X 50	-	Materi: Research gap & research fill Pustaka: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i> . World Scientific Materi: Research gap & research fill Pustaka: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine</i> . Canada: Routledge Materi: Research gap & research fill Pustaka: Journal articles from ELT Journal, TESOL Quarterly.	0%
8	To make use of critical thinking skills in responding to semi-scientific and scientific texts read.To possess knowledge of doing critical reading in responding to semi-scientific and scientific texts read.To be able to manage critical thinking in responding to semi-scientific and scientific texts read in a form of paraphrase, summary, and annotated bibliography.to be responsible for their critical thinking written in a form of paraphrase, summary, and annotated bibliography.	Able to answer questions related to the materials from the previous meetings	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif	Mid-term test (written) 3 X 50	- -	Materi: Mid-term Test Pustaka: Journal articles from ELT Journal, TESOL Quarterly.	0%

9	Comparing & Contrasting Journal Article	1.To discusses the similarities and differences between two or more articles within the same focus 2.To compare & contrast journals articles to learner's paper 3.To review the research gap & research fill made in meeting 7	Kriteria: 1.1. Actively participating in peer reviews of annotated bibliographies, offering constructive feedback. 2.2. Contributing to discussions on how to improve annotations and citation formats. Bentuk Penilaian : Aktifitas Partisipasif	Discussion, Lecturing, Question-Answer 3 X 50	- -	Materi: the similarities and differences between two or more articles within the same focus Pustaka: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i>. World Scientific Materi: compare & contrast journals articles to learner's paper Pustaka: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine</i>. Canada: Routledge Materi: review the research gap & research fill Pustaka: Journal articles from <i>ELT Journal</i>, <i>TESOL Quarterly</i>.	0%
10	Comparing & Contrasting Journal Article	1.To discusses the similarities and differences between two or more articles within the same focus 2.To compare & contrast journals articles to learner's paper 3.To review the research gap & research fill made in meeting 7	Kriteria: 1.1. Actively participating in peer reviews of annotated bibliographies, offering constructive feedback. 2.2. Contributing to discussions on how to improve annotations and citation formats. Bentuk Penilaian : Aktifitas Partisipasif	Discussion, Lecturing, Question-Answer 3 X 50	- -	Materi: the similarities and differences between two or more articles within the same focus Pustaka: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i>. World Scientific Materi: compare & contrast journals articles to learner's paper Pustaka: Yudkin, Ben. 2006. <i>Critical Reading: Making Sense of Research Papers in Life Sciences and Medicine</i>. Canada: Routledge Materi: review the research gap & research fill Pustaka: Journal articles from <i>ELT Journal</i>, <i>TESOL Quarterly</i>.	30%
11	Creating 5 Part-Precis	1.To explain the difference between precis and summary 2.To mention the parts of precis and the cue words for each part 3.To compose 5 Part-Precis	Kriteria: 1.1. Actively discussing and refining annotated bibliographies with classmates. 2.2. Taking responsibility for revising bibliographies based on feedback. 3.3. Sharing insights on the relevance and quality of sources with peers. Bentuk Penilaian : Aktifitas Partisipasif	Discussion, Lecturing, Question-Answer 3 X 50	- -	Materi: explain the difference between precis and summary Pustaka: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i>. World Scientific Materi: mention the parts of precis and the cue words for each part Pustaka: Journal articles from <i>ELT Journal</i>, <i>TESOL Quarterly</i>.	0%

12	Creating 5 Part-Precis	1.To explain the difference between precis and summary 2.To mention the parts of precis and the cue words for each part 3.To compose 5 Part-Precis	Kriteria: 1.1. Actively discussing and refining annotated bibliographies with classmates. 2.2. Taking responsibility for revising bibliographies based on feedback. 3.3. Sharing insights on the relevance and quality of sources with peers. Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Discussion, Lecturing, Question-Answer 3 X 50	- -	Materi: explain the difference between precis and summary Pustaka: Yeong, Foong May. 2014. <i>How to Read and Critique a Scientific Research Article: Notes to Guide Students Reading Primary Literature (with Teaching Tips for Faculty Members)</i> . World Scientific Materi: mention the parts of precis and the cue words for each part Pustaka: Journal articles from <i>ELT Journal</i> , <i>TESOL Quarterly</i> .	0%
13	Composing annotated bibliography	1.To discuss the importance of annotated bibliography 2.To mention the parts of annotated bibliography 3.To explain the 2 types of ann.bib; Informative & combination 4.To compose annotated bibliography	Kriteria: 1. Actively preparing for the mid-term by engaging in review sessions and group study. 2. Asking questions during review sessions to clarify concepts. 3. Contributing to peer-led review sessions by helping classmates understand key topics. Bentuk Penilaian : Praktik / Unjuk Kerja	Discussion, Lecturing, Question-Answer 3 X 50	-	Materi: the importance of annotated bibliography Pustaka: _____. Aug 3, 2017. <i>The Literature Review - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California</i> . Retrieved from : http://libguides.usc.edu/... Materi: the parts of ann.bib Pustaka: Galvan, Jose L. and Galvan, Melisa C. 2017. <i>Writing Literature Reviews; A Guide for Students of the Social and Behavioral Sciences</i> . 7th Edition. New York; Routledge Materi: the 2 types of ann.bib; Informative & combination Pustaka: Hart, Chris. 2018. <i>Doing a Literature Review: Releasing the Research Imagination (SAGE Study Skills Series)</i> . 2nd edition. Sage Publishing.	0%

14	Composing annotated bibliography	1.To discuss the importance of annotated bibliography 2.To mention the parts of annotated bibliography 3.To explain the 2 types of ann.bib; Informative & combination 4.To compose annotated bibliography	Kriteria: 1. Actively preparing for the mid-term by engaging in review sessions and group study. 2. Asking questions during review sessions to clarify concepts. 3. Contributing to peer-led review sessions by helping classmates understand key topics. Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Discussion, Lecturing, Question-Answer 3 X 50	-	Materi: the importance of annotated bibliography Pustaka: _____. Aug 3, 2017. <i>The Literature Review - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California</i>. Retrieved from : http://libguides.usc.edu/... Materi: the parts of ann.bib Pustaka: Galvan, Jose L. and Galvan, Melisa C. 2017. <i>Writing Literature Reviews; A Guide for Students of the Social and Behavioral Sciences</i>. 7th Edition. New York; Routledge Materi: the 2 types of ann.bib; Informative & combination Pustaka: Hart, Chris. 2018. <i>Doing a Literature Review: Releasing the Research Imagination (SAGE Study Skills Series)</i>. 2nd edition. Sage Publishing.	20%
15	Composing annotated bibliography	1.To discuss the importance of annotated bibliography 2.To mention the parts of annotated bibliography 3.To explain the 2 types of ann.bib; Informative & combination 4.To compose annotated bibliography	Kriteria: 1.1. Actively engaging in peer review sessions for creating and refining précis. 2.2. Contributing ideas on how to better structure or summarize texts in précis form. 3.3. Volunteering to lead group discussions on creating a 5-part précis. Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Discussion, Lecturing, Question-Answer 3 X 50	-	Materi: the importance of annotated bibliography Pustaka: _____. Aug 3, 2017. <i>The Literature Review - Organizing Your Social Sciences Research Paper - Research Guides at University of Southern California</i>. Retrieved from : http://libguides.usc.edu/... Materi: the parts of ann.bib Pustaka: Galvan, Jose L. and Galvan, Melisa C. 2017. <i>Writing Literature Reviews; A Guide for Students of the Social and Behavioral Sciences</i>. 7th Edition. New York; Routledge Materi: the 2 types of ann.bib; Informative & combination Pustaka: Hart, Chris. 2018. <i>Doing a Literature Review: Releasing the Research Imagination (SAGE Study Skills Series)</i>. 2nd edition. Sage Publishing.	0%

16	Final-term test	Able to show the ability to write a good annotated bibliography	Kriteria: 1.1. Actively presenting the final 5-part précis for peer and instructor review. 2.2. Demonstrating an ability to summarize and synthesize ideas effectively in the final draft. 3.3. Providing and receiving feedback on improving clarity and precision in writing. Bentuk Penilaian : Aktifitas Partisipatif	Test	-	Materi: Final-term test Pustaka: <i>Journal articles from ELT Journal, TESOL Quarterly.</i>	30%
----	-----------------	---	--	------	---	--	-----

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	70%
2.	Penilaian Portofolio	20%
3.	Praktik / Unjuk Kerja	10%
		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 studinya 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.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria 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
Pendidikan Bahasa Inggris



HIMMAWAN ADI NUGROHO
NIDN 0017117503

UPM Program Studi S1
Pendidikan Bahasa Inggris



NIDN

VALID

VALID

VALID

VALID