

	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																																																																																																														
Critical Literacy	7920204314		T=2	P=1	ECTS=4.77	2	24 Januari 2026																																																																																																														
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																																															
	Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.		Prof Pratiwi Retnaningdyah, Ph.D			ALI MUSTOFA																																																																																																															
Model Pembelajaran	Case Study																																																																																																																				
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																																				
	CPL-2	Menunjukkan karakter tangguh, kolaboratif, adaptif, inovatif, inklusif, belajar sepanjang hayat, dan berjiwa kewirausahaan																																																																																																																			
	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-10	Mampu menghasilkan karya akademik atau non-akademik dengan baik dalam bentuk lisan maupun tulisan untuk beragam audiens dan tujuan																																																																																																																			
	CPL-11	Mampu mendemonstrasikan kemampuan berbahasa Inggris, yang ditunjukkan dengan pencapaian skor tes kemampuan Bahasa Inggris yang setara dengan minimal CEFR level B2																																																																																																																			
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																																				
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Deskripsi Singkat MK	Critical Literacy is a course that integrates two skills: reading and writing. In the reading component, the skills developed include finding the main idea, reading graphs, predicting, skimming, and scanning. Meanwhile, in the writing component, the focus is on developing expository writing, which includes cause-effect, compare-contrast, and problem-solving, followed by argumentative writing. This course is designed to enhance students' academic literacy by engaging them with various texts and encouraging critical thinking. Through interactive activities and structured writing tasks, students learn to analyze information and express their ideas clearly. By the end of the course, they are expected to be able to construct well-organized essays and respond critically to diverse reading materials.																																																																																																																				

Pustaka	Utama :						
	1. Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press 2. Burgmeier, Arline (2013). Inside Reading 3: The Academic Word List in Context. 2nd Edition. Oxford : University Press 3. Kirsznner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's. 4. Newsome, Bruce. 2016. An Introduction to research analysis and writing . California:Sage publication 5. Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.						
	Pendukung :						
Dosen Pengampu	Diana Budi Darma, S.S., M.Pd. Kenya Permata Kusumadewi, S.S., M.Pd. Hujuala Rika Ayu, S.S., M.A. Dr. Zulidyana Dwi Rusnalasari, M.Hum. Ayu Saraswati, M.Hum. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. Uci Elly Kholidah, S.S., M.A. Ephrilia Noor Fitriana, S.Hum., M.Hum. Muhammad Andrean Syahsurya, S.Pd., 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	1.Being able to previewing and predicting before they read the text. 2.Being able to know the structure of expository writing	Students are able to know what is critical literacy that include reading and writing skills	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif	The lecturer explains some reading skills target in this semester 4 X 50		Materi: Unit 1 Pustaka: Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press Materi: UNIT 3 Pustaka: Kirsznner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.	2%
2	Being able to previewing and predicting before they read the text.	Students are able to know what is Active Reading	Kriteria: Written Bentuk Penilaian : Aktifitas Partisipasif	The lecturer explains some reading skills target in this semester 4 X 50		Materi: UNIT 3 Pustaka: Kirsznner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's. Materi: UNIT 3 Pustaka: Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press	3%

3	Being able to find main idea by applying chunks reading skill	Ability to accurately identify the main idea of a chunk of text	Kriteria: Oral and written Bentuk Penilaian : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Students read a short text from Inside Reading 2 unit 2, and try to find the sentence that states the main idea using the chunks technique. 4 X 50		Materi: UNIT 2 : Finding Main Idea applying the chunks reading skill Pustaka: Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press	3%
4	Being able to find important information from the text by scanning	To identify new words. To explain pattern of the paragraph & previewing the information. To understand longer passages.	Kriteria: Students can find the information they need in a relatively short time through scanning and can distinguish between important and less important information. Bentuk Penilaian : Aktifitas Partisipasif	Students apply scanning to find specific information from text they've read. 4 X 50		Materi: UNIT 3 : Scanning Pustaka: Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press Materi: UNIT 3 Pustaka: Kirsznner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.	3%
5	1. Being able to make an outline based on the text they have read 2. Being able to write non-academic pieces, such as reviews about SDGs issues, for different audiences and contexts, demonstrating the ability to make complex ideas easy to understand.	students are able to identify and organize main ideas and supporting details also to create an outline effectively and accurately	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif	Lecturing and discussion 4 X 50		Materi: UNIT 4 : Outlining Pustaka: Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press Materi: unit 4 Pustaka: Kirsznner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.	3%

6	1. Being able to read graphs appropriately 2. Being able to write non-academic pieces, such as reviews about SDGs issues, for different audiences and contexts, demonstrating the ability to make complex ideas easy to understand.	To explain what has been presented in the text (about some theme in the stories), the meaning of difficult words. To identify new words. To explain pattern of the paragraph & previewing the - information. To understand longer passages. To explain figurative language, writer's point of view, messages, and understand its meaning contextually.	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif		Identifying the graph's purpose by Determining the purpose of the graph by examining its title and any accompanying text. This will provide context for the presented data and help the student interpret the graph more accurately. 2 X 50	Materi: UNIT 5 : Reading Graph Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i> Materi: unit 4 Pustaka: <i>Kirsznner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.</i>	5%
7	Being able to read graphs appropriately	1. Being able to write non-academic pieces, such as reviews about SDGs issues, for different audiences and contexts, demonstrating the ability to make complex ideas easy to understand. 2. Being able to identify and analyze how SDGs issues are represented and potentially challenged within literary and cultural texts.	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipasif	Students should present their findings to the class. 2 X 50		Materi: UNIT 5 : Reading Graph Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i> Materi: unit 5 Pustaka: <i>Kirsznner, L G & Mandell, S R. 2018. Patterns for college writing (14th edition). Boston: Bedford/St. Martin's.</i>	5%
8	1. being able to write about their experience with different reading strategies and techniques and how these strategies have helped them improve their reading skills 2. Being able to demonstrate English language proficiency by effectively analyzing and critiquing literary texts in written and oral forms.	1. Being able to demonstrate English language proficiency by effectively analyzing and critiquing literary texts in written and oral forms. 2. being able to write about their experience with different reading strategies and techniques and how these strategies have helped them improve their reading skills	Kriteria: 1. Being able to write non-academic pieces, such as reviews about SDGs issues, for different audiences and contexts, demonstrating the ability to make complex ideas easy to understand. 2. Being able to complete assigned listening totalling a specific number of hours (minimum 2 hours per fortnight) and demonstrate understanding through quizzes or reflecting journals. Bentuk Penilaian : Aktifitas Partisipasif	Students will keep a learning log throughout the course, in which they reflect on their progress, challenges, and successes 4 x 50		Materi: UNIT 7 Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i>	20%

9	1. Being able to improve critical thinking skills and problem solving by reading advanced level text 2.2 Being able to increase vocabulary and language proficiency by reading advanced texts 3. Being able to enhanced reading comprehension skills, improve their ability to understand complex sentence structures, identify key ideas, and draw inferences from the text.	written and oral	Kriteria: Being able to write non-academic pieces, such as reviews about SDGs issues, for different audiences and contexts, demonstrating the ability to make complex ideas easy to understand. Bentuk Penilaian : Aktifitas Partisipatif	Students do close reading to apply some reading skills and answer questions - mid term 4 x 50		Materi: exercises Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i> Materi: unit 1 Pustaka: <i>Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.</i>	5%
10	1. being able to write about their experience with different reading strategies and techniques and how these strategies have helped them improve their reading skills 2. Being able to demonstrate English language proficiency by effectively analyzing and critiquing literary texts in written and oral forms.	written and oral	Kriteria: 1. Students can develop a focused and arguable thesis that guides the entire essay. 2. being able to write about their experience with different reading strategies and techniques and how these strategies have helped them improve their reading skills 3. Being able to produce written and oral responses to reading and listening materials, demonstrating an ability to synthesize information and present well-structured arguments. Bentuk Penilaian : Aktifitas Partisipatif	Students can provide a lot of information in a small space and preview a table or chart. 4 x 50		Materi: UNIT 6 Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i> Materi: unit 3 Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 3: The Academic Word List in Context. 2nd Edition. Oxford : University Press</i> Materi: unit 1 Pustaka: <i>Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.</i>	3%

11	1. Being able to create summary accurately based on key information 2. Being able to produce both written and oral responses to reading and listening materials by effectively synthesizing information and presenting logical, coherent, and persuasive arguments.	written and oral	Kriteria: 1. Students can organize and write an opinion essay 2. Being able to write non-academic pieces, such as reviews about SDGs issues, for different audiences and contexts, demonstrating the ability to make complex ideas easy to understand. Bentuk Penilaian : Aktifitas Partisipatif	Students will read books of their choice and write reviews that summarize the main points 2 x 50		Materi: unit 5 Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 3: The Academic Word List in Context. 2nd Edition. Oxford : University Press</i> Materi: unit 6 Pustaka: <i>Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.</i>	3%
12	1. Finishing argumentative essay based on the feedback 2. Students can draw logical conclusions based on implicit information within the text.	Can read and interpret statistical tables	Kriteria: 1. Students can draw logical conclusions based on implicit information within the text. 2. Students can organize their essay effectively with a clear introduction, logically ordered body paragraphs, counterarguments, and a strong conclusion. Bentuk Penilaian : Aktifitas Partisipatif		The students discussed with their group and interpreted numerical information in tables. 4 x 50	Materi: UNIT 7 : Making Inference Pustaka: Materi: UNIT 7 Making inference Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 3: The Academic Word List in Context. 2nd Edition. Oxford : University Press</i> Materi: Argumentative writing Pustaka: <i>Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.</i>	5%

13	1. Being able to apply different annotation and notetaking techniques based on the type of the text 2. Being able to produce written and oral responses to reading and listening materials, demonstrating an ability to synthesize information and present well-structured arguments.	written and oral	Kriteria: 1. Students can make annotation and notetaking a text within its social, political, cultural, or historical context, and relate it to other texts or global issues. 2. Students can construct arguments that are logical, evidence-based, and supported by credible sources. Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Applying annotation and highlighting techniques 2 x 50		Materi: unit 8 Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 3: The Academic Word List in Context. 2nd Edition. Oxford : University Press</i> Materi: argumentative essay Pustaka: <i>Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.</i>	5%
14	1. Being able to use time sequences accurately and effectively 2. Being able to produce written and oral responses to reading and listening materials, demonstrating an ability to synthesize information and present well-structured arguments.	written and oral	Kriteria: Being able to produce written and oral responses to reading and listening materials, demonstrating an ability to synthesize information and present well-structured arguments. Bentuk Penilaian : Aktifitas Partisipatif	Reading some short stories and break the story into the sequences 2 x 50		Materi: Inferences Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i> Materi: evidence-based Pustaka: <i>Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.</i>	2%

15	1. Being able to respond critically to a text in both oral and written form, presenting well-reasoned arguments. 2. Students can acknowledge opposing views and respond with thoughtful rebuttals.	written and oral	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipatif	At the end of the course, students will write a final reflection on what they have learned, how they have improved, and what strategies they will continue to use in the future		Materi: reflective note Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i> Materi: Evidence-based Pustaka: <i>Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.</i>	3%
16	1. Being able to improve critical thinking skills and problem solving by reading advanced level texts 2. Being able to increase vocabulary and language proficiency by reading advanced text 3. Being able to enhanced reading comprehension skills, improve their ability to understand complex sentence structures, identify key ideas, and draw inferences from the text.	written and oral	Kriteria: 1. Being able to improve critical thinking skills and problem solving by reading advanced level texts 2. Being able to increase vocabulary and language proficiency by reading advanced text Bentuk Penilaian : Aktifitas Partisipatif	Submit the creative writing project - Final term		Materi: submitted Pustaka: <i>Burgmeier, Arline (2013). Inside Reading 2 : The Academic Word List in Context. 2nd Edition. Oxford : University Press</i> Materi: argumentative Pustaka: <i>Bailey, S. 2018. Academic writing : a handbook for international students. New York: Routledge.</i>	30%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	96%
2.	Penilaian Hasil Project / Penilaian Produk	2.5%
3.	Praktik / Unjuk Kerja	1.5%
		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. **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.
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 22 Juli 2025

Koordinator Program Studi S1
Sastra Inggris



ALI MUSTOFA
NIDN 0014067509

UPM Program Studi S1 Sastra
Inggris



NIDN 0023069001



File PDF ini digenerate pada tanggal 24 Januari 2026 Jam 15:00 menggunakan aplikasi RPS-QBE SiDia Unesa