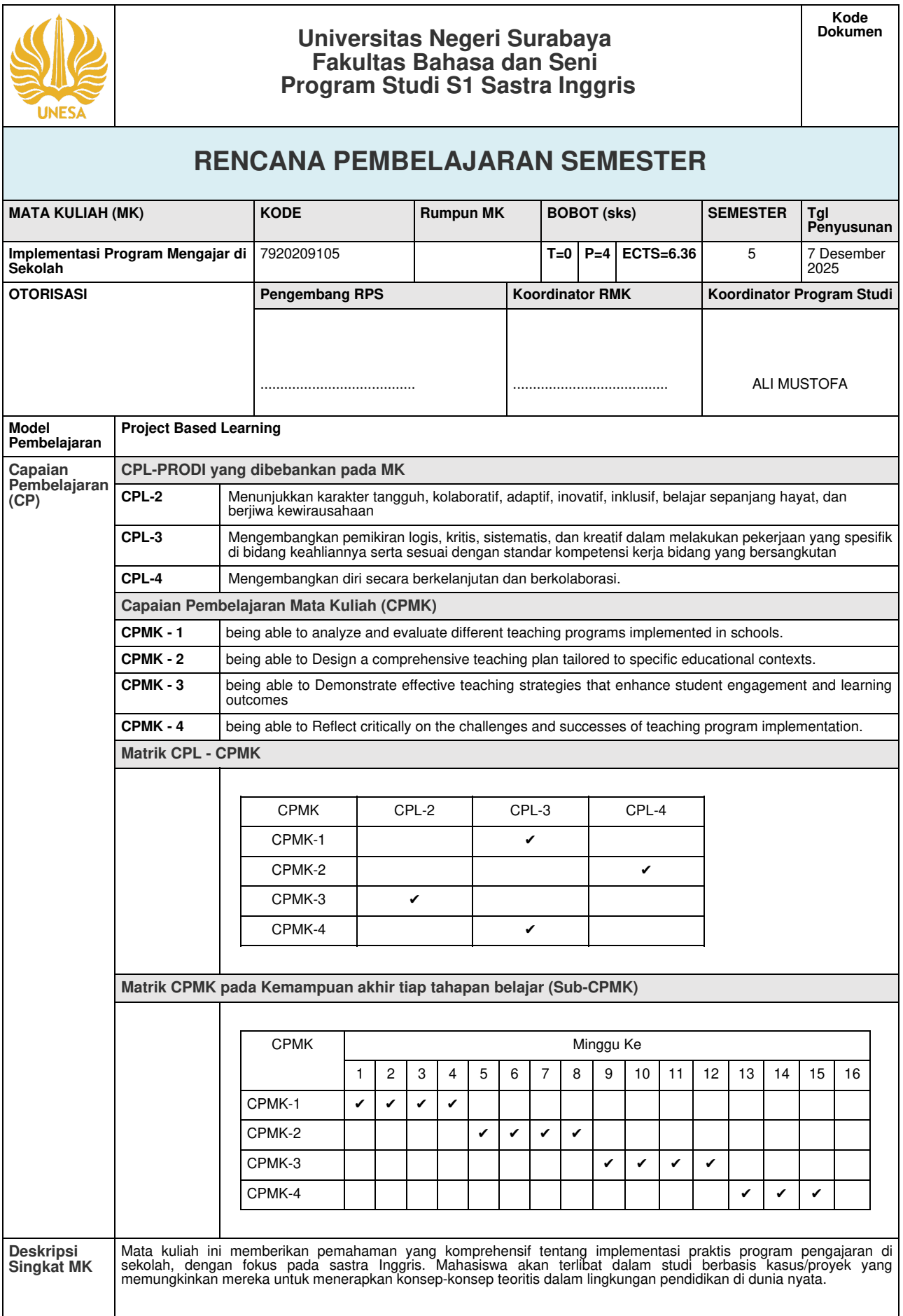




Pustaka	Utama :						
	1. Taba, H. (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace. 2. Richards, J. C. (2015). Curriculum Development in Language Teaching. Cambridge: Cambridge University Press 3. landinin, D. J., & Connelly, F. M. (2000). Narrative Inquiry: Experience and Story in Qualitative Research. San Francisco: Jossey-Bass 4. Korthagen, F. A. J. (2001). Linking Theory and Practice: Changing the Pedagogy of Teacher Education. Educational Researcher, 30(4), 4-8.						
	Pendukung :						
	1. journal 2. Mendeley References Manager						
Dosen Pengampu							
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	students will be able to Identify key components of successful teaching programs in literature.	Participation in discussions and workshops.	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50			5%
2	students will be able to Identify key components of successful teaching programs in literature.	Participation in discussions and workshops.	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50			5%
3	students will be able to Identify key components of successful teaching programs in literature.	Participation in discussions and workshops.	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50			5%

4	students will be able to Identify key components of successful teaching programs in literature.	Participation in discussions and workshops.	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50			5%
5	students will be able to Create a detailed lesson plan that integrates literature with other subject areas.	Completion of case study analyses	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50		Materi: Completion of case study analyses Pustaka: Richards, J. C. (2015). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press	5%
6	students will be able to Create a detailed lesson plan that integrates literature with other subject areas.	Completion of case study analyses	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50		Materi: Completion of case study analyses Pustaka: Richards, J. C. (2015). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press	5%
7	students will be able to Create a detailed lesson plan that integrates literature with other subject areas.	Completion of case study analyses	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50		Materi: Completion of case study analyses Pustaka: Richards, J. C. (2015). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press	5%
8	students will be able to Create a detailed lesson plan that integrates literature with other subject areas.	Completion of case study analyses	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50		Materi: Completion of case study analyses Pustaka: Richards, J. C. (2015). <i>Curriculum Development in Language Teaching</i> . Cambridge: Cambridge University Press	5%

9	students will be able to Apply diverse pedagogical methods suitable for various learner profiles.	Submission of lesson plans and teaching materials.	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50		Materi: Submission of lesson plans and teaching materials Pustaka: <i>landinin, D. J., & Connelly, F. M. (2000). Narrative Inquiry: Experience and Story in Qualitative Research. San Francisco: Jossey-Bass</i>	5%
10	students will be able to Apply diverse pedagogical methods suitable for various learner profiles.	Submission of lesson plans and teaching materials.	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50		Materi: Submission of lesson plans and teaching materials Pustaka: <i>landinin, D. J., & Connelly, F. M. (2000). Narrative Inquiry: Experience and Story in Qualitative Research. San Francisco: Jossey-Bass</i>	5%
11	students will be able to Apply diverse pedagogical methods suitable for various learner profiles.	Submission of lesson plans and teaching materials.	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50		Materi: Submission of lesson plans and teaching materials Pustaka: <i>landinin, D. J., & Connelly, F. M. (2000). Narrative Inquiry: Experience and Story in Qualitative Research. San Francisco: Jossey-Bass</i>	5%

12	students will be able to Apply diverse pedagogical methods suitable for various learner profiles.	Submission of lesson plans and teaching materials.	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50		Materi: Submission of lesson plans and teaching materials Pustaka: <i>landinin, D. J., & Connelly, F. M. (2000). Narrative Inquiry: Experience and Story in Qualitative Research. San Francisco: Jossey-Bass</i>	5%
13	students will be able to Assess personal teaching practices and program effectiveness through reflective journals.	Engagement in peer review processes.	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50		Materi: Engagement in peer review processes. Pustaka: <i>Korthagen, F. A. J. (2001). Linking Theory and Practice: Changing the Pedagogy of Teacher Education. Educational Researcher, 30(4), 4-8.</i>	5%
14	students will be able to Assess personal teaching practices and program effectiveness through reflective journals.	Engagement in peer review processes.	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50		Materi: Engagement in peer review processes. Pustaka: <i>Korthagen, F. A. J. (2001). Linking Theory and Practice: Changing the Pedagogy of Teacher Education. Educational Researcher, 30(4), 4-8.</i>	5%
15	students will be able to Assess personal teaching practices and program effectiveness through reflective journals.	Engagement in peer review processes.	Kriteria: 1.Class Participation 2.Case Study Analysis 3.Lesson Plan Design 4.Reflective Journal Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	offline 4x50		Materi: Engagement in peer review processes. Pustaka: <i>Korthagen, F. A. J. (2001). Linking Theory and Practice: Changing the Pedagogy of Teacher Education. Educational Researcher, 30(4), 4-8.</i>	5%

16			Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk				25%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Penilaian Hasil Project / Penilaian Produk	100%
		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 studinya 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 11 November 2024

Koordinator Program Studi
S1 Sastra Inggris



ALI MUSTOFA
NIDN 0014067509

UPM Program Studi S1
Sastra Inggris



NIDN 0023069001

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