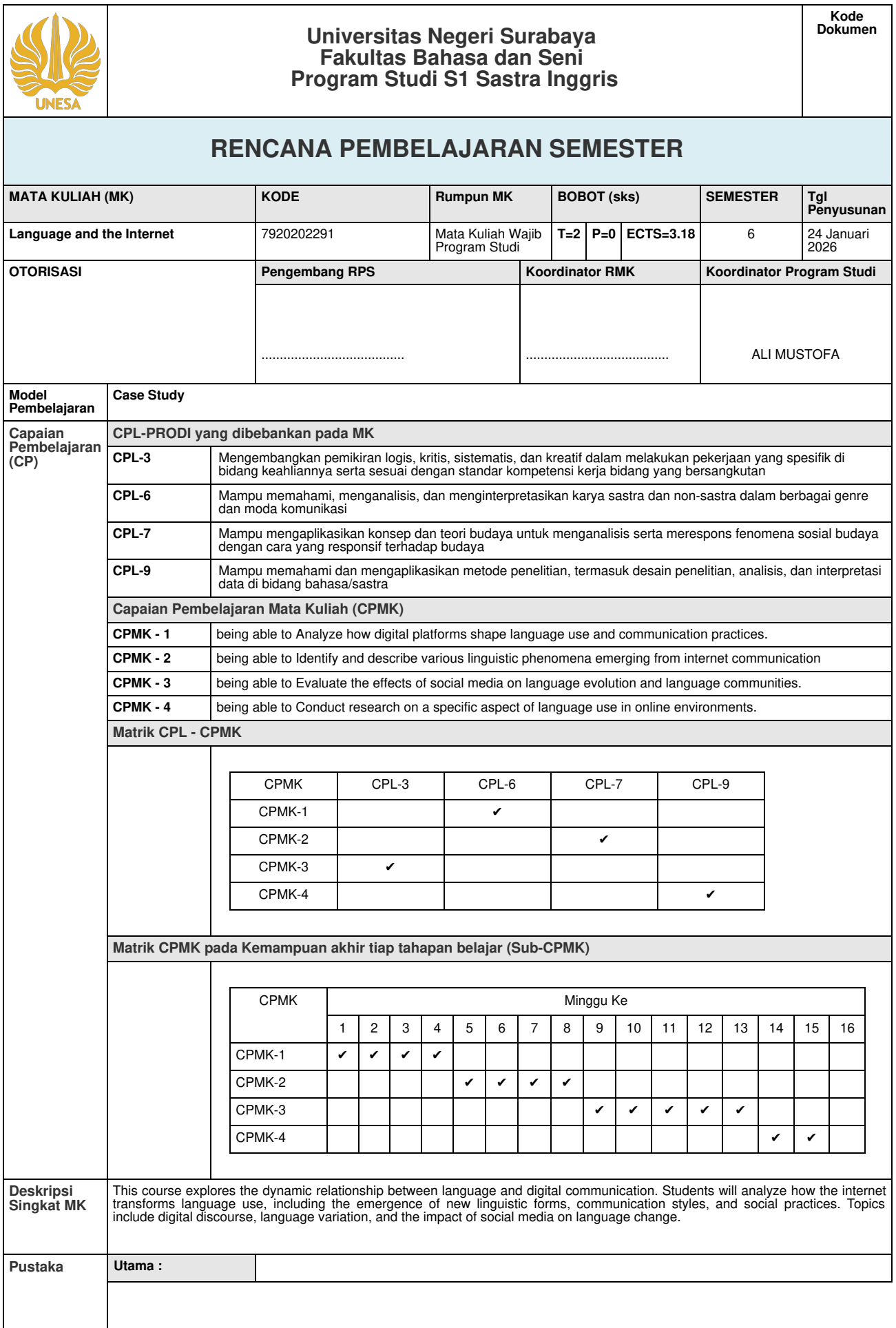




		1. Gee, J. P. (2014). How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge. 2. Herring, S. C. (2001). Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication, 7(4).					
		Pendukung :					
		1. journal					
Dosen Pengampu							
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	1. students will be able to Identify key features of digital discourse. 2. students will be able to Compare digital and traditional discourse	1. Successfully identifies and lists at least 5 features in discussions or analyses. 2. Provides a thorough comparison that highlights at least 3 differences in structure or language	Kriteria: 1. Participation in Discussions 2. Written Analysis of a Digital Text Bentuk Penilaian : Tes	offline 2x50		Materi: Digital Discourse Analysis Pustaka: Herring, S. C. (2001). Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication, 7(4).	5%
2	1. students will be able to Identify key features of digital discourse. 2. students will be able to Compare digital and traditional discourse	1. Successfully identifies and lists at least 5 features in discussions or analyses. 2. Provides a thorough comparison that highlights at least 3 differences in structure or language	Kriteria: 1. Participation in Discussions 2. Written Analysis of a Digital Text Bentuk Penilaian : Tes	offline 2x50		Materi: Digital Discourse Analysis Pustaka: Herring, S. C. (2001). Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication, 7(4).	5%
3	1. students will be able to Identify key features of digital discourse. 2. students will be able to Compare digital and traditional discourse	1. Successfully identifies and lists at least 5 features in discussions or analyses. 2. Provides a thorough comparison that highlights at least 3 differences in structure or language	Kriteria: 1. Participation in Discussions 2. Written Analysis of a Digital Text Bentuk Penilaian : Tes	offline 2x50		Materi: Digital Discourse Analysis Pustaka: Herring, S. C. (2001). Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication, 7(4).	5%

4	1.students will be able to Identify key features of digital discourse. 2.students will be able to Compare digital and traditional discourse	1.Successfully identifies and lists at least 5 features in discussions or analyses. 2.Provides a thorough comparison that highlights at least 3 differences in structure or language	Kriteria: 1.Participation in Discussions 2.Written Analysis of a Digital Text Bentuk Penilaian : Tes	offline 2x50		Materi: Digital Discourse Analysis Pustaka: Herring, S. C. (2001). <i>Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication</i>, 7(4).	5%
5	1.students will be able to Recognize language variations 2.students will be able to Analyze language change examples	1.Accurately identifies at least 3 variations in an online context. 2.Provides 2 clear examples of language change with explanations.	Kriteria: 1.Group Presentation: content knowledge, visual aid, team collaboration 2.Reflection Paper: Personal Insight, Course Connection, Writing Quality Bentuk Penilaian : Tes	offline 2x50		Materi: Language Variation and Change Pustaka: Gee, J. P. (2014). <i>How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.</i>	5%
6	1.students will be able to Recognize language variations 2.students will be able to Analyze language change examples	1.Accurately identifies at least 3 variations in an online context. 2.Provides 2 clear examples of language change with explanations.	Kriteria: 1.Group Presentation: content knowledge, visual aid, team collaboration 2.Reflection Paper: Personal Insight, Course Connection, Writing Quality Bentuk Penilaian : Tes	offline 2x50		Materi: Language Variation and Change Pustaka: Gee, J. P. (2014). <i>How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.</i>	5%
7	1.students will be able to Recognize language variations 2.students will be able to Analyze language change examples	1.Accurately identifies at least 3 variations in an online context. 2.Provides 2 clear examples of language change with explanations.	Kriteria: 1.Group Presentation: content knowledge, visual aid, team collaboration 2.Reflection Paper: Personal Insight, Course Connection, Writing Quality Bentuk Penilaian : Tes	offline 2x50		Materi: Language Variation and Change Pustaka: Gee, J. P. (2014). <i>How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.</i>	5%
8	1.students will be able to Recognize language variations 2.students will be able to Analyze language change examples	1.Accurately identifies at least 3 variations in an online context. 2.Provides 2 clear examples of language change with explanations.	Kriteria: 1.Group Presentation: content knowledge, visual aid, team collaboration 2.Reflection Paper: Personal Insight, Course Connection, Writing Quality Bentuk Penilaian : Tes	offline 2x50		Materi: Language Variation and Change Pustaka: Gee, J. P. (2014). <i>How to Do Discourse Analysis: A Toolkit for Examining Language in Society. Routledge.</i>	5%

9	1.students will be able to Explore the influence of social media on identity 2.students will be able to Assess language use for identity expression	1.Provides examples from at least 2 different social media platforms. 2.Analyzes language use in 1 specific community	Kriteria: 1.Depth of Analysis 2.Research Quality 3.Critical Thinking Bentuk Penilaian : Tes	offline 2x50		Materi: Social Media and Linguistic Identity Pustaka: Gee, J. P. (2014). <i>How to Do Discourse Analysis: A Toolkit for Examining Language in Society.</i> Routledge.	5%
10	1.students will be able to Explore the influence of social media on identity 2.students will be able to Assess language use for identity expression	1.Provides examples from at least 2 different social media platforms. 2.Analyzes language use in 1 specific community	Kriteria: 1.Depth of Analysis 2.Research Quality 3.Critical Thinking Bentuk Penilaian : Tes	offline 2x50		Materi: Social Media and Linguistic Identity Pustaka: Gee, J. P. (2014). <i>How to Do Discourse Analysis: A Toolkit for Examining Language in Society.</i> Routledge.	5%
11	1.students will be able to Explore the influence of social media on identity 2.students will be able to Assess language use for identity expression	1.Provides examples from at least 2 different social media platforms. 2.Analyzes language use in 1 specific community	Kriteria: 1.Depth of Analysis 2.Research Quality 3.Critical Thinking Bentuk Penilaian : Tes	offline 2x50		Materi: Social Media and Linguistic Identity Pustaka: Gee, J. P. (2014). <i>How to Do Discourse Analysis: A Toolkit for Examining Language in Society.</i> Routledge.	5%
12	1.students will be able to Explore the influence of social media on identity 2.students will be able to Assess language use for identity expression	1.Provides examples from at least 2 different social media platforms. 2.Analyzes language use in 1 specific community	Kriteria: 1.Depth of Analysis 2.Research Quality 3.Critical Thinking Bentuk Penilaian : Tes	offline 2x50		Materi: Social Media and Linguistic Identity Pustaka: Gee, J. P. (2014). <i>How to Do Discourse Analysis: A Toolkit for Examining Language in Society.</i> Routledge.	5%
13	1.students will be able to Explore the influence of social media on identity 2.students will be able to Assess language use for identity expression	1.Provides examples from at least 2 different social media platforms. 2.Analyzes language use in 1 specific community	Kriteria: 1.Depth of Analysis 2.Research Quality 3.Critical Thinking Bentuk Penilaian : Tes	offline 2x50		Materi: Social Media and Linguistic Identity Pustaka: Gee, J. P. (2014). <i>How to Do Discourse Analysis: A Toolkit for Examining Language in Society.</i> Routledge.	5%

14	1.students will be able to Formulate research questions 2.students will be able to Design a research project.	1.Develops at least 3 clear and focused research questions. 2.Proposes a feasible methodology and explains its appropriateness	Kriteria: 1.Clearly articulates at least 2 research questions 2.Provides a rationale for the chosen methodology. 3.Shows extensive understanding of the topic Bentuk Penilaian : Tes	offline 2x50		Materi: Research Methods in Language Studies Pustaka: <i>Herring, S. C. (2001). Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication, 7(4).</i>	5%
15	1.students will be able to Formulate research questions 2.students will be able to Design a research project.	1.Develops at least 3 clear and focused research questions. 2.Proposes a feasible methodology and explains its appropriateness	Kriteria: 1.Clearly articulates at least 2 research questions 2.Provides a rationale for the chosen methodology. 3.Shows extensive understanding of the topic Bentuk Penilaian : Tes	offline 2x50		Materi: Research Methods in Language Studies Pustaka: <i>Herring, S. C. (2001). Computer-Mediated Communication in the 21st Century: Theoretical and Methodological Perspectives. Journal of Computer-Mediated Communication, 7(4).</i>	5%
16			Bentuk Penilaian : Tes				25%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Tes	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 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. **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 proporsional 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 21 Oktober 2024

Koordinator Program Studi S1
Sastra Inggris



ALI MUSTOFA
NIDN 0014067509

UPM Program Studi S1 Sastra
Inggris



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