

	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																																																																																			
Critical Reading	8820302036	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	3 14 Agustus 2023																																																																																			
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																																																																				
	Retno Wulan Dari		Eva Rahmawati		Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																																																																				
Model Pembelajaran	Case Study																																																																																								
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																								
	CPL-5	Menunjukkan keterampilan presentasi tertulis, visual dan lisan untuk mengkomunikasikan pengetahuan yang berhubungan dengan bahasa Inggris																																																																																							
	CPL-6	Mendemonstrasikan kompetensi lisan dan tulis yang setara dengan level B2 CEFR.																																																																																							
	CPL-7	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.																																																																																							
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																								
	CPMK - 1	Understand basic concepts of the critical reading;																																																																																							
	CPMK - 2	Develop critical reading skills in responding to semi-scientific and scientific texts read and apply it to college courses and real-life situations;																																																																																							
	CPMK - 3	Improve comprehension in reading semi-scientific and scientific texts using writing-to-learn strategies, such as outlining, paraphrasing, mapping, summarizing, and making annotated bibliography.																																																																																							
	Matrik CPL - CPMK																																																																																								
		<table><tr><td>CPMK</td><td>CPL-5</td><td>CPL-6</td><td>CPL-7</td></tr><tr><td>CPMK-1</td><td>✓</td><td></td><td></td></tr><tr><td>CPMK-2</td><td></td><td>✓</td><td></td></tr><tr><td>CPMK-3</td><td></td><td></td><td>✓</td></tr></table>					CPMK	CPL-5	CPL-6	CPL-7	CPMK-1	✓			CPMK-2		✓		CPMK-3			✓																																																																			
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Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																																																									
	<table><tr><td rowspan="2">CPMK</td><td colspan="16">Minggu Ke</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></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						✓		✓	✓	✓	✓					✓
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CPMK-3						✓		✓	✓	✓	✓					✓																																																																									
Deskripsi Singkat MK	This course is designed to provide students with opportunities to apply their mastery of a wide variety of critical reading strategies, including speed reading, marking and charting the text, note taking, finding underlying assumption (both stated and unstated), identifying argument and author' position, justifying argument, summarizing and writing response of written academic texts at upper intermediate level using CER (claim, evidence and reasoning). It also gives the students chances to practice using targets vocabulary from the Academic Word List (AWL) level 5-8 and CEFR B2. The topics in this course include literacy, sociology, pedagogy, and many more. Along the course, students are involved in various activities designed to help them practice and improve their critical reading skills, including: responding to upper-intermediate academic texts by having case study analysis, individual presentation, group and class discussion, and composing summaries of written academic texts. All teaching-learning activities are conducted through lecturing, discussion, and question-answer.																																																																																								
Pustaka	Utama :		1. Wulandari, Retno & Rahmawati, Eva. (2024). Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya. 2. Cottrell, S. (2023). Critical thinking skills: Effective analysis, argument and reflection (4th ed.). Bloomsbury Academic. 3. SAGE Publications. (2025). Reading Critically at University. SAGE. 4. Henderson, E. (2023). The Active Reader: Strategies for Academic Reading and Writing.																																																																																						
	Pendukung :		1. Online Newspaper articles: in The Guardian, The New York Times. 2. Articles published in a range of reputable educational journals and scholarly magazines.																																																																																						

Dosen Pengampu		Sumarningsih, S.Pd., M.Pd. Nur Chakim, S.Pd., M.Pd. Suvi Akhiriyah, S.Pd., M.Pd. Anis Trisusana, S.S., M.Pd. Retno Wulan Dari, S.Pd., M.Pd. Eva Rahmawati, S.Pd., M.Pd. Dr. Muhaimin Abdullah, S.Pd., M.Pd. Rizki Ramadhan, M.Pd.					
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	Understanding the importance of Critical Reading	1.To state the definition of critical reading and critical thinking 2.To know the importance of critical reading 3.To state the reading strategies needed for critical reading	Kriteria: 1.Kontribusi Terhadap Diskusi (Contribution to Discussions) 2.Mengajukan Pertanyaan yang Relevan (Asking Relevant Questions) Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Lecturing, Question-Answer 2 X 50	- -	Materi: The importance of Critical Reading Pustaka: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i>	2%
2	Applying the flexibility of reading speed according to the reading text and purpose	1.To explain how speed reading helps to become a better reader 2.To measure their reading speed 3.To examine their reading progress 4.To write a summary of the reading.	Kriteria: 1.Reading Speed Test; Speed measured against comprehension 2.Group Discussion 3.Summary writing; clarity, key idea coverage, and language accuracy (rubric-based) Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Lecturing, Question-Answer 2 X 50		Materi: Speed Reading Strategy Pustaka: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i> Materi: Speed Reading Strategy Pustaka: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i>	2%
3	Applying the flexibility of reading speed according to the reading text and purpose	1.To write a summary of the reading. 2.To make use the target vocabulary from the reading passage 3.To take part in a discussion session pertaining the importance of reading speed	Kriteria: 1.Reflective Journal - Depth of analysis and personal insights 2.Discussion Participation - Active engagement and contribution in discussions (rubric-based) Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Question-Answer 2 X 50	-	Materi: Speed Reading Strategy Pustaka: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i>	6%

4	Organizing reading notes using Cornell note-taking strategy	1.To find specific information related to Cornell notes in the passage 2.To breakdown the parts of Cornell notes 3.To make notes using Cornell form 4.To write down key points, vocabulary, and important people in question form 5.To review the notes and pulling out the main ideas to create a summary	Kriteria: Note-Taking Assignment - Structure, clarity, and completeness of notes Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Lecturing, Question-Answer 2 X 50	-	Materi: Cornell note-taking strategy Pustaka: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i>	2%
5	Paraphrasing using reporting verbs	1.To classify reporting verbs based on their purposes 2.To identify the reporting verbs used in a sentence 3.To decide the proper reporting verbs used when paraphrasing sentence 4.To make use the target vocabulary from the reading passage 5.To take part in a discussion session related to Cornell note-taking strategy	Kriteria: 1.Accuracy and appropriateness of reporting verbs 2.Originality and clarity in paraphrasing (rubric-based) 3.Relevance and accuracy of responses in Q&A Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Lecturing, Question-Answer 2 X 50	-	Materi: Cornell note-taking strategy Pustaka: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i>	6%
6	Analyzing the assumptions made by the author in an academic text	1.To find specific information related to the author's assumption in the passage 2.To identify the assumptions made by the author in an academic text 3.To know the types of assumption made by the author in an academic text 4.To analyze the assumptions based on their type	Kriteria: 1. Correct identification and categorization of assumptions 2. Depth of analysis and contribution in discussion Bentuk Penilaian : Aktifitas Partisipatif, Tes	Discussion, Lecturing, Question-Answer 2 X 50	-	Materi: Assuming the best Pustaka: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i> Materi: 5 Pustaka:	2%
7	Analyzing the assumptions made by the author in an academic text	1.To identify the author's major assumption 2.To make use the target vocabulary from the reading passage 3.To take part in a discussion session related to assumptions	Kriteria: 1. Relevance and accuracy of responses in Q&A 2. Depth of analysis and contribution in discussion Bentuk Penilaian : Aktifitas Partisipatif	Discussion, Lecturing, Question-Answer 2 X 50	-	Materi: Assuming the best Pustaka: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i>	6%
8	MID TERM TEST	Indikator meet 1-7	Kriteria: Kriteria penilaian meet 1-7 Bentuk Penilaian : Tes	MID TERM TEST 2 X 50	-	Materi: MID TERM TEST Pustaka: Online Newspaper articles: in <i>The Guardian, The New York Times.</i>	18%

9	Evaluating the claims made by the author in an academic text	1.To find specific information related to the author's claims in the passage 2.To analyze the claim made by the author 3.To classify claims based on the type 4.To justify the claims made by the author 5.To express agreement/disagreement towards a claim	Kriteria: 1.Accuracy of claim identification and justification 2.Clarity and coverage in summary (rubric-based) Bentuk Penilaian : Aktifitas Partisipasif	Discussion, Lecturing, Question-Answer 2 X 50	-	Materi: False Claims about Literacy Development Pustaka: <i>Wulandari, Retno & Rahmawati, Eva. 2019. Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i>	6%
10	Analyzing the arguments in an academic text	1.To find specific information related to the author's arguments in the passage 2.To breakdown the argument based on its components 3.To differentiate an argument and an explanation using indicator words 4.To express agreement/disagreement towards an argument	Kriteria: 1.Correct breakdown of arguments 2.Engagement and explanation quality in discussions (rubric-based) Bentuk Penilaian : Aktifitas Partisipasif	Discussion, Lecturing, Question-Answer 2 X 50	-	Materi: Argumentative Literacy: Reading, Writing, and Thinking for All Pustaka: <i>Wulandari, Retno & Rahmawati, Eva. 2019. Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i>	2%
11	Analyzing the arguments in an academic text	1.To describe the valid and sound argument 2.To justify validity and soundness of an argument 3.To make use the target vocabulary from the reading passage 4.To take part in a discussion session related to assumptions	Kriteria: Logical reasoning and evidence use in justification Bentuk Penilaian : Aktifitas Partisipasif	Discussion, Lecturing, Question-Answer 2 X 50	-	Materi: Argumentative Literacy: Reading, Writing, and Thinking for All Pustaka: <i>Wulandari, Retno & Rahmawati, Eva. 2019. Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i>	6%

12	Applying CER framework to improves students' problem solving skills	1.To find specific information related to CER framework in the passage 2.To identify a claim related to a question 3.To giving evidence to supports the claim 4.To elaborate reasoning that explains why evidence supports a particular claim	Kriteria: Engagement and explanation quality in discussions (rubric-based). Bentuk Penilaian : Aktifitas Partisipasif	Discussion, Lecturing, Question-Answer 2 X 50	-	Materi: Research Says / Evidence on Flipped Classrooms Is Still Coming In Pustaka: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i> Materi: Claim-Evidence-Reasoning Pustaka: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i>	2%
13	Applying CER framework to improves students' problem solving skills	1.To identify the author's major assumption 2.To make use the target vocabulary from the reading passage 3.To take part in a discussion session related to assumptions 4.To compose a short essay using CER framework	Kriteria: 1.Engagement and explanation quality in discussions (rubric-based). 2.Logical reasoning and evidence use in justification Bentuk Penilaian : Aktifitas Partisipasif, Tes	Discussion, Lecturing, Question-Answer 2 X 50	-	Materi: Claim-Evidence-Reasoning Pustaka: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i>	6%
14	Composing a five-part précis (rhetorical summary)	1.To find specific information related to CER framework in the passage 2.To use the précis template in composing summary 3.To analyze and evaluate the major claim 4.To analyze how the author develops and supports the major claim 5.To identify the author's purpose 6.To analyze and evaluate of the intended audience and/or the relationship the author establishes with the audience	Kriteria: 1.Conciseness, accuracy, and adherence to format 2.Constructive feedback quality in peer review (rubric-based) Bentuk Penilaian : Aktifitas Partisipasif	Discussion, Lecturing, Question-Answer 2 X 50	-	Materi: The Effect of Summary Writing as a Critical Reading Strategy on Reading Comprehension of Iranian EFL Learners Pustaka: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i>	6%

15	Composing a five-part précis (rhetorical summary)	1.To make use the target vocabulary from the reading passage 2.To take part in a discussion session related to five-part precise 3.To compose a short summary using precise template	Kriteria: - Accuracy, language use, and clarity in final précis - Insights and learning outcomes in reflections (rubric-based). Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	Discussion, Lecturing, Question-Answer 2 X 50	-	Materi: The Effect of Summary Writing as a Critical Reading Strategy on Reading Comprehension of Iranian EFL Learners Pustaka: Wulandari, Retno & Rahmawati, Eva. 2019. <i>Critical Reading. Unpublished manuscript, Universitas Negeri Surabaya.</i>	10%
16	FINAL TERM TEST	Indikator meet 9-15	Kriteria: Kriteria penilaian meet 9-15 Bentuk Penilaian : Tes	FINAL TERM TEST 2 X 50	-	Materi: - Pustaka: <i>Papers and proceedings from Procedia.</i>	18%

Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	55%
2.	Penilaian Hasil Project / Penilaian Produk	5%
3.	Tes	40%
		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 Oktober 2024

Koordinator Program Studi S1
Pendidikan Bahasa Inggris



Dr. Him'mawan Adi Nugroho,
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UPM Program Studi S1
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Nur Chakim, S.Pd., M.Pd.
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