

|  | <p style="text-align: center;"><b>Universitas Negeri Surabaya</b><br/> <b>Fakultas Bahasa dan Seni</b><br/> <b>Program Studi S1 Pendidikan Bahasa Inggris</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                |       |           |                                            | <p style="text-align: center;"><b>Kode Dokumen</b></p> |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------|-----------|--------------------------------------------|--------------------------------------------------------|------|-------|-------|-------|-------|-------|-------|--------|----|------|-----------|---|---|---|--------|---|---|---|---|---|---|--|--|--|--|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|--------|---|---|--|--|--|--|--|--|--|---|---|---|---|---|---|---|--------|--|--|---|---|---|---|---|---|---|--|--|--|--|--|--|--|
| <b>RENCANA PEMBELAJARAN SEMESTER</b>                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                |       |           |                                            |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| MATA KULIAH (MK)                                                                  | KODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Rumpun MK                                                                                                                                                                                                                                                                                                                                                                         | BOBOT (sks)                                                                    |       |           | SEMESTER                                   | Tgl Penyusunan                                         |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| Introduction To Literature                                                        | 8820302110                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mata Kuliah Wajib Program Studi                                                                                                                                                                                                                                                                                                                                                   | T=2                                                                            | P=0   | ECTS=3.18 | 3                                          | 7 Juli 2025                                            |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| OTORISASI                                                                         | Pengembang RPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                   | Koordinator RMK                                                                |       |           | Koordinator Program Studi                  |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|                                                                                   | <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                   | <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> |       |           | Dr. Him'mawan Adi Nugroho,<br>S.Pd., M.Pd. |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| Model Pembelajaran                                                                | Case Study                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                |       |           |                                            |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| Capaian Pembelajaran (CP)                                                         | CPL-PRODI yang dibebankan pada MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                |       |           |                                            |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|                                                                                   | CPL-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Mampu menunjukkan nilai-nilai agama, kebangsaan dan budaya nasional, serta etika akademik dalam melaksanakan tugasnya                                                                                                                                                                                                                                                             |                                                                                |       |           |                                            |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|                                                                                   | 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-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-8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Menerapkan konsep linguistik terapan dalam pembelajaran Bahasa Inggris.                                                                                                                                                                                                                                                                                                           |                                                                                |       |           |                                            |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|                                                                                   | Capaian Pembelajaran Mata Kuliah (CPMK)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                |       |           |                                            |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|                                                                                   | CPMK - 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Able to analyse elements of prose 2. able to analyse elements of poetry 3. able to analyse elements of drama                                                                                                                                                                                                                                                                      |                                                                                |       |           |                                            |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|                                                                                   | CPMK - 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Able to analyse elements of prose 2. able to analyse elements of poetry 3. able to analyse elements of drama                                                                                                                                                                                                                                                                      |                                                                                |       |           |                                            |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|                                                                                   | Matrik CPL - CPMK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                |       |           |                                            |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <table border="1" style="width: 100%; text-align: center;"> <tr> <th>CPMK</th> <th>CPL-1</th> <th>CPL-2</th> <th>CPL-3</th> <th>CPL-5</th> <th>CPL-6</th> <th>CPL-8</th> </tr> <tr> <td>CPMK-1</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> </tr> </table> |                                                                                |       |           |                                            |                                                        | CPMK | CPL-1 | CPL-2 | CPL-3 | CPL-5 | CPL-6 | CPL-8 | CPMK-1 | ✓  | ✓    | ✓         | ✓ | ✓ | ✓ | CPMK-2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| CPMK                                                                              | CPL-1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | CPL-2                                                                                                                                                                                                                                                                                                                                                                             | CPL-3                                                                          | CPL-5 | CPL-6     | CPL-8                                      |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| CPMK-1                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ✓                                                                                                                                                                                                                                                                                                                                                                                 | ✓                                                                              | ✓     | ✓         | ✓                                          |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| CPMK-2                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ✓                                                                                                                                                                                                                                                                                                                                                                                 | ✓                                                                              | ✓     | ✓         | ✓                                          |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                |       |           |                                            |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|                                                                                   | <table border="1" style="width: 100%; text-align: center;"> <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> </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                                                                              | Minggu Ke                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                |       |           |                                            |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
|                                                                                   | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2                                                                                                                                                                                                                                                                                                                                                                                 | 3                                                                              | 4     | 5         | 6                                          | 7                                                      | 8    | 9     | 10    | 11    | 12    | 13    | 14    | 15     | 16 |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| CPMK-1                                                                            | ✓                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | ✓                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                |       |           |                                            |                                                        |      |       | ✓     | ✓     | ✓     | ✓     | ✓     | ✓      | ✓  |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| CPMK-2                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                   | ✓                                                                              | ✓     | ✓         | ✓                                          | ✓                                                      | ✓    | ✓     |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| Deskripsi Singkat MK                                                              | Tntroducing the students with the concepts of intrinsic elements of literature (poetry, prose, drama). It also equips the students with the techniques and skill of literary analysis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                |       |           |                                            |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |
| Pustaka                                                                           | Utama :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                |       |           |                                            |                                                        |      |       |       |       |       |       |       |        |    |      |           |   |   |   |        |   |   |   |   |   |   |  |  |  |  |  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |        |   |   |  |  |  |  |  |  |  |   |   |   |   |   |   |   |        |  |  |   |   |   |   |   |   |   |  |  |  |  |  |  |  |

|                       |                                                                                                                                                                                                                                                                           | 1. Bennett, A., & Royle, N. (2004). An Introduction to Literature, Criticism and Theory. (3rd ed.) Routledge. Pustaka :                                       |                                                                                                                                                       |                                                                                   |                 |                                                                                                                                                                                                             |                     |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
|                       |                                                                                                                                                                                                                                                                           | <b>Pendukung :</b>                                                                                                                                            |                                                                                                                                                       |                                                                                   |                 |                                                                                                                                                                                                             |                     |
|                       |                                                                                                                                                                                                                                                                           |                                                                                                                                                               |                                                                                                                                                       |                                                                                   |                 |                                                                                                                                                                                                             |                     |
| <b>Dosen Pengampu</b> |                                                                                                                                                                                                                                                                           | Drs. Fahri, M.A.<br>Nur Fauzia, S.S., M.Pd.<br>Anis Trisusana, S.S., 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                     | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain intrinsic elements of prose (theme, character, plot, conflict, setting, point of view) | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50                                             |                 | <b>Materi:</b><br>intrinsic elements of literature<br><b>Pustaka:</b><br>Bennett, A., & Royle, N. (2004). An Introduction to Literature, Criticism and Theory. (3rd ed.) Routledge. Pustaka :               | 5%                  |
| 2                     | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain intrinsic elements of prose (theme, character, plot, conflict, setting, point of view) | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50                                             |                 | <b>Materi:</b><br>analyze literary works<br><b>Pustaka:</b><br>Bennett, A., & Royle, N. (2004). An Introduction to Literature, Criticism and Theory. (3rd ed.) Routledge. Pustaka :                         | 10%                 |
| 3                     | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain intrinsic elements of prose (theme, character, plot, conflict, setting, point of view) | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50                                             |                 | <b>Materi:</b> The knowledge of intrinsic elements of literature<br><b>Pustaka:</b><br>Bennett, A., & Royle, N. (2004). An Introduction to Literature, Criticism and Theory. (3rd ed.) Routledge. Pustaka : | 10%                 |

|   |                                                                                                                                                                                                                                                                           |                                                                                                                                                               |                                                                                                                                                       |                                       |  |                                                                                                                                                                                                                                                                                                                                                                                              |     |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 4 | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain intrinsic elements of prose (theme, character, plot, conflict, setting, point of view) | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50 |  | <b>Materi:</b><br>theme, character, plot, conflict, setting, point of view<br><b>Pustaka:</b><br>Bennett, A., & Royle, N. (2004). <i>An Introduction to Literature, Criticism and Theory</i> . (3rd ed.) Routledge.<br>Pustaka :                                                                                                                                                             | 10% |
| 5 | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain intrinsic elements of prose (theme, character, plot, conflict, setting, point of view) | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50 |  | <b>Materi:</b><br>literary works<br><b>Pustaka:</b><br>Bennett, A., & Royle, N. (2004). <i>An Introduction to Literature, Criticism and Theory</i> . (3rd ed.) Routledge.<br>Pustaka :<br><hr/> <b>Materi:</b><br>Literature criticism<br><b>Pustaka:</b><br>Bennett, A., & Royle, N. (2004). <i>An Introduction to Literature, Criticism and Theory</i> . (3rd ed.) Routledge.<br>Pustaka : | 10% |
| 6 | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain elements of poetry                                                                     | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50 |  | <b>Materi:</b><br>Theory of Literature appreciation<br><b>Pustaka:</b><br>Bennett, A., & Royle, N. (2004). <i>An Introduction to Literature, Criticism and Theory</i> . (3rd ed.) Routledge.<br>Pustaka :                                                                                                                                                                                    | 5%  |

|    |                                                                                                                                                                                                                                                                           |                                                                                           |                                                                                                                                                             |                                       |  |                                                                                                                                                                                                                  |    |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 7  | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain elements of poetry | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian</b><br>:<br>Aktifitas<br>Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50 |  | <b>Materi:</b> The extrinsic elements of literary works<br><b>Pustaka:</b><br><i>Bennett, A., &amp; Royle, N. (2004). An Introduction to Literature, Criticism and Theory. (3rd ed.) Routledge.</i><br>Pustaka : | 5% |
| 8  | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain elements of poetry | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian</b><br>:<br>Aktifitas<br>Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50 |  | <b>Materi:</b> the elements of prose<br><b>Pustaka:</b><br><i>Bennett, A., &amp; Royle, N. (2004). An Introduction to Literature, Criticism and Theory. (3rd ed.) Routledge.</i><br>Pustaka :                    | 5% |
| 9  | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain elements of poetry | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian</b><br>:<br>Aktifitas<br>Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50 |  | <b>Materi:</b> the elements of drama<br><b>Pustaka:</b><br><i>Bennett, A., &amp; Royle, N. (2004). An Introduction to Literature, Criticism and Theory. (3rd ed.) Routledge.</i><br>Pustaka :                    | 5% |
| 10 | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain elements of poetry | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian</b><br>:<br>Aktifitas<br>Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50 |  | <b>Materi:</b><br>Drama, poetry and prose<br><b>Pustaka:</b><br><i>Bennett, A., &amp; Royle, N. (2004). An Introduction to Literature, Criticism and Theory. (3rd ed.) Routledge.</i><br>Pustaka :               | 5% |
| 11 | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain elements of drama  | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian</b><br>:<br>Aktifitas<br>Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50 |  | <b>Materi:</b><br>Elements of literature<br><b>Pustaka:</b><br><i>Bennett, A., &amp; Royle, N. (2004). An Introduction to Literature, Criticism and Theory. (3rd ed.) Routledge.</i><br>Pustaka :                | 5% |

|    |                                                                                                                                                                                                                                                                           |                                                                                          |                                                                                                                                                       |                                       |  |                                                                                                                                                                                                                                            |    |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 12 | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain elements of drama | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50 |  | <b>Materi:</b><br>Understanding world literature<br><b>Pustaka:</b><br><i>Bennett, A., &amp; Royle, N. (2004). An Introduction to Literature, Criticism and Theory. (3rd ed.) Routledge.</i><br>Pustaka :                                  | 5% |
| 13 | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain elements of drama | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50 |  | <b>Materi:</b><br>Literature as a reflection of societal issues<br><b>Pustaka:</b><br><i>Bennett, A., &amp; Royle, N. (2004). An Introduction to Literature, Criticism and Theory. (3rd ed.) Routledge.</i><br>Pustaka :                   | 5% |
| 14 | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain elements of drama | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50 |  | <b>Materi:</b><br>Interplay between authorial intent and reader interpretation<br><b>Pustaka:</b><br><i>Bennett, A., &amp; Royle, N. (2004). An Introduction to Literature, Criticism and Theory. (3rd ed.) Routledge.</i><br>Pustaka :    | 5% |
| 15 | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain elements of drama | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50 |  | <b>Materi:</b><br>Intersections with visual arts, music, and digital storytelling<br><b>Pustaka:</b><br><i>Bennett, A., &amp; Royle, N. (2004). An Introduction to Literature, Criticism and Theory. (3rd ed.) Routledge.</i><br>Pustaka : | 5% |

|    |                                                                                                                                                                                                                                                                           |                                                                                          |                                                                                                                                                       |                                       |  |                                                                                                                                                                                              |    |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| 16 | 1. Using various learning sources and IT to support the teaching learning process 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Having the ability to analyze literary works (poetry, prose, drama) in terms of intrinsic element | Students are able:* to mention intrinsic elements of prose* to explain elements of drama | <b>Kriteria:</b><br>Being able to identify the elements of fiction.<br><br><b>Bentuk Penilaian :</b><br>Aktifitas Partisipasif, Praktik / Unjuk Kerja | presentation dan discussion<br>2 X 50 |  | <b>Materi:</b> The elements of fiction<br><b>Pustaka:</b><br><i>Bennett, A., &amp; Royle, N. (2004). An Introduction to Literature, Criticism and Theory. (3rd ed.) Routledge. Pustaka :</i> | 5% |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|

#### Rekap Persentase Evaluasi : Case Study

| No | Evaluasi               | Persentase |
|----|------------------------|------------|
| 1. | Aktifitas Partisipasif | 50%        |
| 2. | Praktik / Unjuk Kerja  | 50%        |
|    |                        | 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 9 Desember 2024

Koordinator Program Studi  
S1 Pendidikan Bahasa  
Inggris



Dr. Him'mawan Adi  
Nugroho, S.Pd., M.Pd.  
NIDN 0017117503

UPM Program Studi S1  
Pendidikan Bahasa Inggris



Nur Chakim, S.Pd., M.Pd.  
NIDN 0024077704



