



**Universitas Negeri Surabaya**  
**Fakultas Bahasa dan Seni**  
**Program Studi S2 Pendidikan Bahasa Inggris**

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

<b>MATA KULIAH (MK)</b>	<b>KODE</b>	<b>Rumpun MK</b>	<b>BOBOT (sks)</b>	<b>SEMESTER</b>	<b>Tgl Penyusunan</b>																																																																																																					
Weaving Literacy into Curriculum	8810302044		T=1 P=1 ECTS=4.48	1	2 Desember 2024																																																																																																					
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>		<b>Koordinator Program Studi</b>																																																																																																					
	Prof. Pratiwi Retnaningdyah		Dr. Widyastuti		Ahmad Munir, S.Pd., M.Ed., Ph.D.																																																																																																					
<b>Model Pembelajaran</b>	Case Study																																																																																																									
<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>																																																																																																									
	<b>CPL-3</b>	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																																																																																																								
	<b>CPL-10</b>	Menguasai teori, konsep dan model pengembangan program pembelajaran dan evaluasi program pembelajaran Bahasa Inggris yang mendidik untuk pembelajaran Bahasa Inggris umum dan pembelajaran Bahasa Inggris untuk tujuan tertentu																																																																																																								
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>																																																																																																									
	<b>CPMK - 1</b>	Analyze principles and concepts of literacy and their integration into English curriculum design.																																																																																																								
	<b>CPMK - 2</b>	Apply critical and creative thinking to design innovative literacy-based curriculum models for English Language Teaching (ELT).																																																																																																								
	<b>CPMK - 3</b>	Evaluate literacy-oriented curriculum effectiveness for general English and English for Specific Purposes (ESP).																																																																																																								
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<b>Deskripsi Singkat MK</b>	This course explores the integration of literacy principles into English Language Teaching (ELT) curriculum design, emphasizing both theoretical and practical approaches. Through project-based learning, students critically engage with literacy theories and frameworks to develop innovative curriculum models for General English and English for Specific Purposes (ESP). The course encourages reflective and creative thinking as students analyze real-world challenges in literacy development and design solutions that align with modern educational standards and technological advancements. By the end of the course, students will have produced comprehensive, literacy-oriented curriculum projects tailored to diverse educational contexts, demonstrating their ability to address the evolving demands of 21st-century literacy education																																																																																																									
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<b>Dosen Pengampu</b>		Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu]		Materi Pembelajaran [ Pustaka ]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Define literacy and its components in ELT curriculum contexts.	define the principle of literacy and its components comprehensively	<b>Kriteria:</b> Aktifitas Partisipasif  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Lecture, group discussion 100		<b>Materi:</b> what is a Discourse Analysis <b>Pustaka:</b> <i>Gee, J. P. (2014). An Introduction to Discourse Analysis: Theory and Method</i> <hr/> <b>Materi:</b> the components of ESP <b>Pustaka:</b> <i>Hutchinson, T., &amp; Waters, A. (1987). English for Specific Purposes: A Learning-Centered Approach.</i> <hr/> <b>Materi:</b> The overview of Language Curriculum Design <b>Pustaka:</b> <i>Nation, I. S. P., &amp; Macalister, J. (2010). Language Curriculum Design.</i>	5%

2	Define literacy and its components in ELT curriculum contexts.	define the principle of literacy and its components comprehensively	<b>Kriteria:</b> Aktifitas Partisipasif  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Lecture, group discussion 100		<b>Materi:</b> what is a Discourse Analysis <b>Pustaka:</b> <i>Gee, J. P. (2014). An Introduction to Discourse Analysis: Theory and Method</i> <hr/> <b>Materi:</b> the components of ESP <b>Pustaka:</b> <i>Hutchinson, T., &amp; Waters, A. (1987). English for Specific Purposes: A Learning-Centered Approach.</i> <hr/> <b>Materi:</b> The overview of Language Curriculum Design <b>Pustaka:</b> <i>Nation, I. S. P., &amp; Macalister, J. (2010). Language Curriculum Design.</i>	5%
3	Define literacy and its components in ELT curriculum contexts.	define the principle of literacy and its components comprehensively	<b>Kriteria:</b> Aktifitas Partisipasif  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Lecture, group discussion 100		<b>Materi:</b> what is a Discourse Analysis <b>Pustaka:</b> <i>Gee, J. P. (2014). An Introduction to Discourse Analysis: Theory and Method</i> <hr/> <b>Materi:</b> the components of ESP <b>Pustaka:</b> <i>Hutchinson, T., &amp; Waters, A. (1987). English for Specific Purposes: A Learning-Centered Approach.</i> <hr/> <b>Materi:</b> The overview of Language Curriculum Design <b>Pustaka:</b> <i>Nation, I. S. P., &amp; Macalister, J. (2010). Language Curriculum Design.</i>	5%

4	Explore strategies to integrate literacy into curriculum design.	Literacy-based curriculum design	<b>Kriteria:</b> Penilaian hasil Project  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Workshop 100		<b>Materi:</b> Principles of Literacy Integration <b>Pustaka:</b> <i>Tomlinson, B. (2011). Materials Development in Language Teaching.</i>	5%
5	Explore strategies to integrate literacy into curriculum design.	Literacy-based curriculum design	<b>Kriteria:</b> Penilaian hasil Project  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Workshop 100		<b>Materi:</b> Principles of Literacy Integration <b>Pustaka:</b> <i>Tomlinson, B. (2011). Materials Development in Language Teaching.</i>	5%
6	Explore strategies to integrate literacy into curriculum design.	Literacy-based curriculum design	<b>Kriteria:</b> Penilaian hasil Project  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk	Workshop 100		<b>Materi:</b> Principles of Literacy Integration <b>Pustaka:</b> <i>Tomlinson, B. (2011). Materials Development in Language Teaching.</i>	5%
7	Explore strategies to integrate literacy into curriculum design.	Literacy-based curriculum design	<b>Kriteria:</b> Penilaian hasil Project  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Workshop 100		<b>Materi:</b> Principles of Literacy Integration <b>Pustaka:</b> <i>Tomlinson, B. (2011). Materials Development in Language Teaching.</i>	5%
8	Present curriculum design proposal with literacy components.	Literacy-based curriculum design	<b>Kriteria:</b> Penilaian hasil Project  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk	presentation 100		<b>Materi:</b> Principles of Literacy Integration <b>Pustaka:</b> <i>Tomlinson, B. (2011). Materials Development in Language Teaching.</i>	5%
9	Present curriculum design proposal with literacy components.	Literacy-based curriculum design	<b>Kriteria:</b> Penilaian hasil Project  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	presentation 100		<b>Materi:</b> Principles of Literacy Integration <b>Pustaka:</b> <i>Tomlinson, B. (2011). Materials Development in Language Teaching.</i>	5%

10	Analyze successful literacy-oriented curriculum models.	Kebenaran isi dan kualitas studi kasus	<b>Kriteria:</b> Unjuk Kerja  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Case study report 100		<b>Materi:</b> the components od ESP <b>Pustaka:</b> <i>Hutchinson, T., &amp; Waters, A. (1987). English for Specific Purposes: A Learning-Centered Approach.</i> <hr/> <b>Materi:</b> Derewianka, Beverly. "A relevant pedagogic grammar for today's classrooms." <i>Second handbook of English language teaching</i> (2019): 821-845. <b>Pustaka:</b> <i>Derewianka, Beverly.</i>	5%
11	Analyze successful literacy-oriented curriculum models.	Kebenaran isi dan kualitas studi kasus	<b>Kriteria:</b> Unjuk Kerja  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Case study report 100		<b>Materi:</b> the components od ESP <b>Pustaka:</b> <i>Hutchinson, T., &amp; Waters, A. (1987). English for Specific Purposes: A Learning-Centered Approach.</i> <hr/> <b>Materi:</b> Derewianka, Beverly. "A relevant pedagogic grammar for today's classrooms." <i>Second handbook of English language teaching</i> (2019): 821-845. <b>Pustaka:</b> <i>Derewianka, Beverly.</i>	5%

12	Analyze successful literacy-oriented curriculum models.	Kebenaran isi dan kualitas studi kasus	<b>Kriteria:</b> Unjuk Kerja  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif	Case study report 100		<b>Materi:</b> the components od ESP <b>Pustaka:</b> <i>Hutchinson, T., &amp; Waters, A. (1987). English for Specific Purposes: A Learning-Centered Approach.</i> <hr/> <b>Materi:</b> Derewianka, Beverly. "A relevant pedagogic grammar for today's classrooms." <i>Second handbook of English language teaching</i> (2019): 821-845. <b>Pustaka:</b> <i>Derewianka, Beverly.</i>	5%
13	Analyze successful literacy-oriented curriculum models.	Kebenaran isi dan kualitas analisi	<b>Kriteria:</b> Unjuk Kerja  <b>Bentuk Penilaian :</b> Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja	Case study report 100		<b>Materi:</b> the components od ESP <b>Pustaka:</b> <i>Hutchinson, T., &amp; Waters, A. (1987). English for Specific Purposes: A Learning-Centered Approach.</i> <hr/> <b>Materi:</b> Derewianka, Beverly. "A relevant pedagogic grammar for today's classrooms." <i>Second handbook of English language teaching</i> (2019): 821-845. <b>Pustaka:</b> <i>Derewianka, Beverly.</i>	5%
14	Design literacy-oriented curricula for ESP contexts.	Literacy-based curriculum design	<b>Kriteria:</b> Unjuk Kerja  <b>Bentuk Penilaian :</b> Praktik / Unjuk Kerja	draft and peer evaluation 100		<b>Materi:</b> Developing ESP Curricula with Literacy Focus <b>Pustaka:</b> <i>Derewianka, Beverly.</i>	5%

15	Present final curriculum project.	Group discussions, presentations, and collaborative design tasks.	<b>Kriteria:</b> presentation	Presentation 100		<b>Materi:</b> What is a good material <b>Pustaka:</b> <i>Tomlinson, B. (2011). Materials Development in Language Teaching.</i>	5%
16	Submit a portfolio documenting the process and outcomes of curriculum design.	Reflective essays	<b>Kriteria:</b> Penilaian Portofolio; tes  <b>Bentuk Penilaian :</b> Penilaian Portofolio, Tes	submit a portfolio 100		<b>Materi:</b> ESP and its components <b>Pustaka:</b> <i>Hutchinson, T., &amp; Waters, A. (1987). English for Specific Purposes: A Learning-Centered Approach.</i>	25%

#### Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	52.5%
2.	Penilaian Hasil Project / Penilaian Produk	10%
3.	Penilaian Portofolio	12.5%
4.	Praktik / Unjuk Kerja	7.5%
5.	Tes	12.5%
		95%

#### 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.

Koordinator Program Studi S2  
Pendidikan Bahasa Inggris



Ahmad Munir, S.Pd., M.Ed.,  
Ph.D.  
NIDN 0004087605

**UPM** Program Studi S2  
Pendidikan Bahasa Inggris



Dr. Widyastuti, S.S., M.Pd.  
NIDN 0026067204

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