

## Rencana Pembelajaran Semester Semester Learning Plan

	<b>INSTITUT TEKNOLOGI SEPULUH NOPEMBER (ITS)</b> <b>SDKB</b>				<b>Kode Dokumen- Document Code</b>	
<b>RENCANA PEMBELAJARAN SEMESTER</b> <b>SEMESTER LEARNING PLAN</b>						
<b>MATA KULIAH (MK) -Course</b>	<b>KODE-Code</b>	<b>Rumpun MK- Course Group</b>	<b>BOBOT (sks) -Weight</b>		<b>SEMEST ER</b>	<b>Tgl Penyusunan -Date</b>
<i>Bahasa Inggris</i>	<i>UG234914</i>		<i>2</i>	<i>-</i>	<i>6 atau 7</i>	
<b>PENGESAHAN- AUTHORIZATION</b>	<b>Dosen Pengembang RPS - Developer</b>		<b>Koordinator RMK- Coordinator</b>		<b>Ka Prodi -Head of Study Program</b>	
			(Jika ada) Tanda tangan - <i>Signature</i>		Tanda tangan - <i>Signature</i>	
<b>Capaian Pembelajaran Learning Outcome</b>	<b>CPL-PRODI yang dibebankan pada MK - PLO Charged to the Course</b>					
<i>Sikap Attitude</i>	<p>Mampu menunjukkan sikap dan karakter yang mencerminkan: ketakwaan kepada Tuhan Yang Maha Esa, etika dan integritas, berbudi pekerti luhur, peka dan peduli terhadap masalah sosial dan lingkungan, menghargai perbedaan budaya dan kemajemukan, menjunjung tinggi penegakan hukum, mendahulukan kepentingan bangsa dan masyarakat luas, melalui kreatifitas dan inovasi, ekselensi, kepemimpinan yang kuat, sinergi, dan potensi lain yang dimiliki untuk mencapai hasil yang maksimal.</p> <p><i>Able to show attitudes and characters that reflect: piety to God Almighty, ethics and integrity, virtuous character, sensitive and caring for social and environmental issues, respecting cultural differences and plurality, upholding law enforcement, prioritizing the interests of the nation and the wider community, through creativity and innovation, externality, strong leadership, synergy, and other potentials possessed to</i></p>					

		<i>achieve maximum results.</i>															
Keterampilan Umum <i>General skill</i>	Mampu mengkaji dan memanfaatkan ilmu pengetahuan dan teknologi dalam rangka mengaplikasikannya pada bidang keahlian prodi, serta mampu mengambil keputusan secara tepat dari hasil kerja sendiri maupun kerja kelompok dalam bentuk laporan tugas akhir atau bentuk kegiatan pembelajaran lain yang luarannya setara dengan tugas akhir melalui pemikiran logis, kritis, sistematis dan inovatif.  <i>Able to study and utilize science and technology in order to apply it to the field of expertise of the study program, and able to make decisions precisely from the results of own work and group work in the form of final project reports or other forms of learning activities whose output is equivalent to the final project through logical, critical, systematic and innovative thinking.</i>																
<b>Capaian Pembelajaran Mata Kuliah (CPMK) – Course Learning Outcomes (CLO)</b>																	
CP MK 1	Mahasiswa mampu menganalisa teks dengan menerapkan strategi membaca secara efektif. <i>Students are able to analyze texts by applying reading strategies effectively.</i>																
CP MK 2	Mahasiswa mampu menulis lima paragraph essay dengan menerapkan struktur penulisan essay dengan benar. <i>Students are able to write five-paragraph essays by applying the essay writing structure correctly.</i>																
CP MK 3	Mahasiswa mampu melakukan presentasi akademik dengan menerapkan strategi presentasi dengan benar. <i>Students are able to make academic presentations by applying presentation strategies correctly.</i>																
CP MK 4	Mahasiswa mampu mengintegrasikan keterampilan berbahasa untuk kebutuhan persiapan menghadapi dunia kerja. <i>Students are able to integrate language skills for the needs of preparing for the world of work.</i>																
<b>Peta CPL – CP MK Map of PLO - CLO</b>	<i>Peta matriks antara CPL dengan CPMK (Sub CP MK) PLO-CLO Matrix</i> <table border="1" data-bbox="353 1066 1064 1244"> <thead> <tr> <th></th> <th><b>S</b></th> <th><b>KU</b></th> </tr> </thead> <tbody> <tr> <td>CPMK 1</td> <td>√</td> <td>√</td> </tr> <tr> <td>CPMK 2</td> <td>√</td> <td>√</td> </tr> <tr> <td>CPMK 3</td> <td>√</td> <td>√</td> </tr> <tr> <td>CPMK 4</td> <td>√</td> <td>√</td> </tr> </tbody> </table> <p><b>Catatan: CPL digunakan SN Dikti</b></p>			<b>S</b>	<b>KU</b>	CPMK 1	√	√	CPMK 2	√	√	CPMK 3	√	√	CPMK 4	√	√
	<b>S</b>	<b>KU</b>															
CPMK 1	√	√															
CPMK 2	√	√															
CPMK 3	√	√															
CPMK 4	√	√															

<b>Diskripsi Singkat MK</b> <i>Course Description</i>	Mata Kuliah Bahasa Inggris sebagai mata kuliah penciri ITS dirancang untuk membantu mahasiswa mengintegrasikan keterampilan bahasa Inggris untuk memenuhi kebutuhan akademik dan kebutuhan kebahasaan di dunia kerja. <i>The English course as an ITS characteristic course is designed to help students integrate English language skills to meet academic needs and language needs in the world of work.</i>
<b>Bahan Kajian: Materi pembelajaran</b> <i>Study Materials</i>	Reading Strategies: Skimming, Scanning, Reading for detail comprehension Vocabulary in context Text Organization/text structure Signal words for text organization Sentence Structure Paragraph Writing Process Essay Writing The Structure of an Essay Writing an Essay References Citation Academic Presentation Planning: Establishing the context Structuring Your Presentation Using Visual Aids Delivering your speech Dos and Don'ts English for Workplace Addressing Selection Criteria Writing Your CV/Resume Writing Your Application At The Interview
<b>Pustaka</b> <i>References</i>	<b>Utama -</b> <b>Main :</b>

1. Hogue Ann, Oshima Alice, "Introduction to Academic Writing", Longman, 1997
2. Johnston Susan S, Zukowski Jean/Faust, "Steps to Academic Reading," Heinle, Canada, 2002
3. Mikulecky, Beatrice S, "Advanced Reading Power", Pearson Education, New York, 2007
4. Fellag Linda Robinson, "College Reading," Houghton Mifflin Company, 2006
5. Hague Ann, "First Steps in Academic Writing," Addison Wesley Publishing Company, 1996
6. Weissman Jerry, "Presenting to Win, the Art of Telling Your Story, Prentice Hall, 2006
7. Becker Lucinda & Joan Van Emden, "Presentation Skills for Students, Palgrave, Macmillan, 2010
8. Barbara Chivers and Michael Shoolbred, *Student's Guide to Presentation, Making Your Presentation Count*, SAGE Publication, 2007
9. Godwin, J. (2014). *Planning Your Essay*. 2<sup>nd</sup> ed. Basingstoke: Palgrave-MacMillan
10. University of Leicester. (2012). *Writing Essays*. Available from
11. University of Essex. (2008). *How to improve your academic writing*. Available from
12. Cooper, H. and Shoolbred, M. (2016). *Where's your argument?* London: Palgrave.
13. Anderson, L.W., Krathwohl, D.R. 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Addison Wesley Longman, Inc.
14. Oshima A. & Hogue, A. *Writing Academic English* (1998) NY: Addison Wesley Longman
15. Anderson, M & Anderson, K. 2003, *Text Types in English 3*, South Yarra: Macmillan Education Australia PTY LTD Macmillan.
16. Jordan, R.R. 2012, *English for Academic Purposes*, Cambridge: Cambridge University Press.
17. Nunan, D. 1999. *Second Language Teaching and Learning*, Heinle & Heinle Publisher Boston.
18. Harmer, J. 2003. *How to Teach English: An Introduction to the Practice of English Language Teaching*. England: Pearson Education Limited.
19. Valerir Ellery, 2005, *Creating Strategic Readers*, Florida: International Reading Association, Inc.
20. Bochner, D. 2007. *Professional English Reader*. Adelaide: School of Humanities, Flinders University
21. Richard J.C. & Renandya W. 2010. *Methodology in Language Teaching*, Cambridge: Cambridge University Press

**Pendukung -  
Supporting:**

1. Root Christine & Blanchard Karen, "Ready to Read Now, Pearson Education, New York, 2005
2. Root Christine & Blanchard Karen, "Ready to Write, Pearson Education, New York, 2003
3. Bonamy David, "Technical English," Pearson Education, New York, 2011
4. Fellag Linda Robinson, "College Reading," Houghton Mifflin Company, 2006
5. Fuchs Marjorie & Bonner Margaret, "Focus on Grammar; An Integrated Skills Approach," Pearson Education, Inc, 2006
6. Hague Ann, "First Steps in Academic Writing," Addison Wesley Publishing Company, 1996

<b>Dosen Pengampu Instructors</b>							
Dra. Endang Susilowati, M. Kes Ratna Rintaningrum, S.S., M.Ed., Ph.D Arfan Fahmi, S.S., M.Pd Umi Trisyanti, S.S., M.Pd Hermanto, S.S., M.Pd Adi Suryani, S.S., M.Ed., Ph.D Dr. Kartika Nuswantara, S.Pd., M.Pd							
<b>Matakuliah syarat Pre-required subject</b>							
Tidak ada - <i>Nothing</i>							
Mingg u Ke- meetin g	Kemampuan akhir tiap tahap belajar (Sub- CPMK) <i>Learning outcome</i>	Penilaian - <i>Assessment</i>		Bantuk Pembelajaran; Metode Pembelajaran; Penugasan Mahasiswa; <i>Learning methods-time</i>		Materi Pembelajaran <i>References</i>	Bobot Penilaian <i>weight</i> (%)
		Indikator - <i>indicators</i>	Kriteria & Bentuk <i>Criteria &amp; Format</i>	Tatap Muka/Luring (5)	Daring (6)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1 - 4	<b>CPMK 1:</b> Mahasiswa mampu menganalisa teks dengan menerapkan strategi membaca secara efektif.  <i>Students are able to analyze texts by applying reading strategies effectively.</i>  <b>Sub CPMK 1.1:</b> Mampu menerapkan reading strategies scanning, skimming and reading for	1.1.1. Mahasiswa mampu menjawab soal/pertanyaan secara lisan dan tulisan dengan	Tes: - Latihan/ <i>exercise</i> - Project: Tugas kelompok/Project : Group task (reading report: comprehension,	- Kuliah - Diskusi  - <i>lecture</i> - <i>discussion</i>  (4 x 100 menit)	- MyITS Classroom	<b>Reading Strategies:</b>  <b>Skimming:</b> general idea  <b>Scanning:</b> specific information  <b>reading for detail comprehension:</b> analysing the content of the text, main idea, Predicting	<b>20%</b>

	<p>detail comprehension untuk menganalisa teks.</p> <p><i>Students are able to apply reading strategies scanning, skimming and reading for detail comprehension to analyze text.</i></p>	<p>benar.</p> <p><i>Students are able to answer questions orally and in writing correctly.</i></p> <p>1.1.2. Mahasiswa mampu memprediksi isi teks.</p> <p><i>Students are able to predict the content of the text.</i></p> <p>1.1.3. Mahasiswa mampu mengidentifikasi ide/gagasan utama pada tiap paragraph.</p> <p><i>Students are able to identify the main idea in each paragraph.</i></p> <p>1.1.4. Mahasiswa mampu menjelaskan isi teks secara umum.</p> <p><i>Students are able to explain the content of the text in general.</i></p> <p>1.1.5. Mahasiswa mampu menjelaskan informasi khusus yang</p>	<p>vocabulary in context, text structure, summary: text/note taking: list, column, mind mapping/Table/ Diagram)</p> <p>- Kuis/Quiz</p>			<p>connecting (what I already know to what I am reading; previous part to what I am reading)</p> <p>Evaluating</p> <p>Asking questions</p> <p>Checking for answer to questions</p> <p>Translating</p> <p>Linguistics elements:</p> <p>Grammatical: sentence structure, clause types, tense</p> <p>Lexical/discourse: reference item, conjunction, linking expression</p> <p><b>Vocabulary in context:</b> synonyms, contextual redefinition, what do you mean? (select words with multiple meanings), categorising (which words belong to), prefixes</p> <p><b>Text</b></p>	
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	<p><b>Sub CPMK 1.2:</b></p>	<p>terdapat pada teks.  <i>Students are able to explain the special information contained in the text.</i></p> <p>1.1.6. Mahasiswa mampu menjelaskan isi teks secara detil baik secara lisan maupun tertulis.  <i>Students are able to explain the content of the text in detail both orally and in writing.</i></p> <p>1.1.7. Mahasiswa mampu membuat summary dalam bentuk paragraph, atau dalam bentuk diagram, atau tabel.  <i>Students are able to make summaries in the form of paragraphs, or in the form of diagrams, or tables.</i></p> <p>1.2.1. Mahasiswa mampu mengidentifikasi signal words pada teks dengan struktur yang berbeda.  <i>Students are able to identify signal words in text with different structures.</i></p>				<p><b>Organization/text structure</b>  (chronological order, cause and effect, procedure/process, comparison and contrast, critique)</p> <p><b>Signal words for text organization</b></p> <p>Punctuation</p> <p>The way sentences are constructed</p> <p>Paragraphing</p> <p>Text (summary)/note taking/diagram/Table</p>	
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	<p>Mahasiswa mampu mengidentifikasi struktur teks.</p> <p><i>Students are able to identify the structure of the text.</i></p>	<p>1.2.2. Mahasiswa mampu mengidentifikasi struktur teks.</p> <p><i>Students are able to identify the structure of the text.</i></p> <p>1.2.3. Mahasiswa mampu menganalisa teks, baik dalam bentuk ringkasan tertulis, diagram, maupun tabel.</p> <p><i>Students are able to analyze text, both in the form of written summaries, diagrams, and tables.</i></p>					
5 - 9	<p><b>CPMK 2:</b> Mahasiswa mampu menulis lima paragraf essay dengan menerapkan struktur penulisan essay secara benar.</p> <p><i>Students are able to write five paragraphs of essays by applying the essay writing structure correctly.</i></p> <p><b>Sub CPMK 2.1:</b> Mahasiswa mampu menulis kalimat dengan menggunakan Phrases to Clauses dengan benar.</p> <p><i>Students are able to write</i></p>	<p>2.1.1. Mahasiswa mampu menulis kalimat dengan menggunakan Phrases to Clauses secara benar.</p>	<p>Tes dan Non tes/Test and non-test:</p> <ul style="list-style-type: none"> <li>- Sentence structure test</li> <li>- Project: Tugas Kelompok/<i>Group Tasks</i>: Essay Writing</li> </ul>	<p>Diskusi kelompok dan simulasi</p> <p><i>Group discussions and simulations</i></p> <p>(5 x 100 menit)</p>	<p>MyITS Classroom</p>	<p><b>Sentence Structure,</b> types of sentences, clauses types, phrases, cohesive devices, transitions</p> <p><b>Paragraph</b> What is paragraph? Paragraph organization: Topic sentence Supporting sentences Concluding sentence</p> <p><b>Writing Process</b> (Stages of Writing) Pre-writing: Step 1: Choose a topic</p>	<b>25%</b>



	<p><i>sentences using Phrases to Clauses correctly.</i></p> <p><b>Sub CPMK 2.2:</b> Mahasiswa mampu menggunakan Cohesive devices dalam tulisan dengan benar.</p> <p><i>Students are able to use Cohesive devices in writing correctly.</i></p> <p><b>Sub CPMK 2.3:</b> Mahasiswa mampu menulis essay dengan benar</p> <p><i>Students are able to write essays correctly.</i></p>	<p><i>Students are able to write sentences using Phrases to Clauses correctly.</i></p> <p>2.2.1. Mahasiswa mampu menulis kalimat dengan menggunakan cohesive devices dalam paragraf.</p> <p><i>Students are able to write sentences using cohesive devices in paragraphs.</i></p> <p>2.3.1 Mahasiswa mampu menulis thesis statement dalam paragraf essay.</p> <p><i>Students are able to write a thesis statement in an essay paragraph.</i></p> <p>2.3.2. Mahasiswa mampu menulis sesuai tahap-tahap menulis essay.</p> <p><i>Students are able to write according to the stages of writing an essay.</i></p> <p>2.3.3. Mahasiswa mampu menulis paragraf introduction untuk sebuah</p>				<p>Step 2: Gather ideas Step 3: Organise</p> <p>Drafting (Writing itself): Step 4: Write.</p> <p>Reviewing and Revising Step 5: Review Structure and Content</p> <p>Re-writing Step 6: Revise Structure and content Proofread Make final corrections</p> <p>Essay Writing What is an Essay?</p> <p>The Structure of an Essay Introductory Paragraph: General Introductory Statement Thesis Statement Order of Argument</p> <p>Body: Paragraph 1 Paragraph 2 Paragraph 3</p>	
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		<p>essay. <i>Students are able to write an introduction paragraph for an essay.</i></p> <p>2.3.4. Mahasiswa mampu mengembangkan dan menjelaskan ide/gagasan utama dan argumen secara tertulis dalam paragraf essay. <i>Students are able to develop and explain the main ideas and arguments in writing in essay paragraphs.</i></p> <p>2.3.5. Mahasiswa mampu menulis kesimpulan dengan cara membuat ringkasan dari ide/gagasan utama, memberikan komen/pandangan tentang ide/gagasan utama yang dikembangkan dalam paragraf essay. <i>Students are able to write conclusions by making a summary of the main idea / idea, providing comments / views on the main idea / ideas developed in the</i></p>				<p>Paragraph 4</p> <p>Conclusion Restate Thesis General Conclusion Final Concluding Statement</p> <p>What is a thesis statement? Writing a thesis statement: Connecting thesis statement to the Essay Developing a thesis statement</p> <p>Stages of Essay Writing Generating ideas (Brainstorming ideas) (deciding topic, title, understand the question)</p> <p>Planning (Outlining) Essay: Introduction, Body, Conclusion (how many words each, how many paragraphs)</p> <p>Introductory Paragraph:</p>	
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		<p><i>essay paragraph.</i></p> <p>2.3.6. Mahasiswa mampu memilih dan menggunakan referensi dengan benar. <i>Students are able to choose and use references correctly.</i></p> <p>2.3.7. Mahasiswa mampu melakukan sitasi dengan benar. <i>Students are able to do citations correctly.</i></p>				<p>General Introductory Statement Thesis Statement Order of Argument</p> <p><b>References</b> Menggunakan buku sebagai referensi, dan cara penulisannya (APA) style / Using a book as a reference, and how it's written (APA) style</p> <p>Springer, C 1999, 'The pleasure of the interface', in <i>Cybersexualities: A Reader on Feminist Theory, Cyborgs and Cyberspace</i>, ed Jenny Wolmark, Edinburgh University Press, Edinburgh, pp. 34-55.</p> <p><b>Citation</b></p> <ol style="list-style-type: none"> <li>1. The author's surname</li> <li>2. The year of publication</li> <li>3. The page numbers (only necessary if you make a direct quote or</li> </ol>	
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						<p>paraphrase an idea from a particular page)</p> <p>Contoh:  <b>Smith (1999)</b> indicates that there are significant pockets of deases in country towns.</p>	
10 - 12	<p><b>CPMK 3:</b> Mahasiswa mampu melakukan presentasi akademik.  <i>Students are able to make academic presentations.</i></p> <p><b>Sub CPMK 3.1:</b>  Mahasiswa mampu menerapkan struktur presentasi akademik dengan baik dan benar.  <i>Students are able to apply the structure of academic presentations properly and correctly.</i></p> <p><b>Sub CPMK 3.2:</b></p>	<p>3.1.1. Mahasiswa mampu melakukan presentasi akademik dengan menerapkan teknik dan strategi presentasi akademik sesuai struktur presentasi akademik.  <i>Students are able to make academic presentations by applying academic presentation techniques and strategies according to the structure of academic resentations.</i></p> <p>3.2.1. Mahasiswa mampu melakukan presentasi</p>	<p>Non tes/nontest:  - Unjuk kerja/tes lisan/  Performance/oral test</p> <p>- <i>Exercise</i>  - <i>Assignment</i></p>	<p>- Kuliah  - Tutorial</p> <p>- <i>Lecture</i>  - <i>Tutorial</i>  (3 x 100 menit)</p>	MyITS Classroom	<p><b>Academic Presentation</b> (3 meetings)  <b>Planning:</b>  <b>Establishing the context</b>  What is the purpose of your presentation?  Who is your audience?  Where are you going to talk?  How long are you going to talk?  Are you going to talk as a part of group or not?</p> <p>Structuring Your Presentation  Introduction  Reveal the topic of your speech  Establish credibility and goodwill  Relate everything to</p>	<b>20%</b>

	<p>Mahasiswa mampu menggunakan media presentasi secara efektif.</p> <p><i>Students are able to use presentation media effectively.</i></p>	<p>dengan menggunakan media presentasi secara efektif.</p> <p><i>Students are able to make presentations by using presentation media effectively.</i></p>				<p>the audience The Main Body Build your main body around 3 main ideas Link your main points together through what are known as 'connective' The Conclusion</p> <p>Using Visual Aids Ppt handouts</p> <p>Delivering your speech Practice not reading your speech Reshape your written information for the public presentation</p> <p>Dos and Don'ts</p> <p>Presentation Assessment</p>	
14 - 15	<p><b>CPMK 4:</b> Mahasiswa mampu mengintegrasikan keterampilan berbahasa untuk kebutuhan persiapan menghadapi dunia kerja.</p> <p><i>Students are able to integrate language skills for the needs of preparing for the world of</i></p>		<p>- Latihan - Tugas Individu: membuat CV Exercise - Individual Task: create a CV</p> <p>- Exercise: role</p>	<p>Kuliah Tutorial  (4 x 100 menit)</p>	<p>MyITS Classroom</p>	<p>English for Workplace Addressing Selection Criteria Near the end of your degree: Top Tips Your Career Success What are selection criteria? Examples of selection</p>	<b>20%</b>

	<p><i>work.</i></p> <p><b>Sub CPMK 4.1:</b> Mahasiswa mampu menulis Curriculum vitae/personal profile dengan benar dan menarik. <i>Students are able to write a Curriculum vitae / personal profile correctly and interestingly.</i></p> <p><b>Sub CPMK 4.2:</b> Mahasiswa mampu menulis surat lamaran pekerjaan dengan benar. <i>Students are able to write a job application letter correctly.</i></p> <p><b>Sub CPMK 4.3:</b> Mahasiswa mampu menghadapi wawancara kerja.  <i>Students are able to deal with job interviews.</i></p>	<p>4.1.1. Mahasiswa mampu menulis curriculum vitae/personal profile dengan benar dan menarik. <i>Students are able to write a curriculum vitae / personal profile correctly and interestingly.</i></p> <p>4.2.1. Mahasiswa mampu membuat surat lamaran pekerjaan dengan benar. <i>Students are able to carry out job interviews correctly.</i></p> <p>4.3.1. Mahasiswa mampu melaksanakan wawancara kerja dengan benar.  <i>Students are able to carry out job interviews correctly.</i></p>	<p><i>play interview - Assignment</i></p> <p>Project: Tugas kelompok video interview/ <i>Project: Group video interview assignment</i></p>			<p>criteria instruction Examples of criteria and how to address Responses to the criteria</p> <p>Writing Your CV/Resume Step 1: Define who you are through self-assessment Step 2: Research the employer and what they are looking for Step 3: Match yourself to the Employer's requirement Step 4: Plan the resume structure and what information to include Step 5: Present your resume professionally Step 6: Create the content of your resume</p> <p>Writing Your Application What is a letter of application? Points to remember Some DON'T'S A sample letter of application format Writing your</p>	
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						application  At The Interview Types of interview Presenting a professional image What happens at the interview Your body language and the job interview The STAR method After the interview The telephone/video interview The Panel interview How would you answer More practice	
<b>16</b>	<b>UAS / Evaluasi Akhir Semester – Final Exam</b>						<b>15%</b>