



**Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S1 Sastra Inggris**

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)		SEMESTER	Tgl Penyusunan	
Speaking for Debating	7920202258		T=2	P=0	ECTS=3.18	3 9 Mei 2023	
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi		
		Dr. Ali Mustofa, S.S., M.Pd.		
Model Pembelajaran	Project Based Learning						
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK						
	1. Sikap						
	2. Keterampilan Umum						
	3. Keterampilan Khusus						
	4. Pengetahuan						
	Capaian Pembelajaran Mata Kuliah (CPMK)						
	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)						
	Sub-CPMK1	To show understanding about the information about debating activities and critical thinking.					
	Sub-CPMK2	To synthesize ideas and issues of given controversial topics or motions in debating.					
	Sub-CPMK3	To analyze the elements of argument including the basic premises and fallacies in arguments.					
	Sub-CPMK4	To construct cases of the controversial topics/motions.					
	Sub-CPMK5	To synthesize reasoning based on the cases of the controversial topics/motions.					
	Sub-CPMK6	To present relevant evidence in defending the case based on the controversial topics/motions					
	Sub-CPMK7	To construct refutation of the opposing arguments in debating activities.					
	Sub-CPMK8	To present justifications during debate adjudication.					
	Sub-CPMK9	To administer debate parliamentary, including debating tournament.					
	Sub-CPMK10	To administer debate parliamentary, including debating tournament.					
	Sub-CPMK11	To administer debate parliamentary, including debating tournament.					
	Sub-CPMK12	To administer debate parliamentary, including debating tournament.					
	Sub-CPMK13	To administer debate parliamentary, including debating tournament.					
	Sub-CPMK14	To administer debate parliamentary, including debating tournament.					
	Sub-CPMK15	To administer debate parliamentary, including debating tournament.					
Deskripsi Singkat MK	This course is designed to introduce the students the principles, practices, and concepts of speaking for debate. This course is mainly performance-based class activities with the major amount of class time is spent on public presentations, group interactions, and formal argument, persuasion, and debate practices. This course covers 1) lectures of introducing students of proficiency in public speaking and eloquence 2) discussion about debating, debating theories and formats e.g. Australasian, Asian, and British Parliamentary debate formats, constructive argumentation and the development of argumentative competence and 3) debating performance and how to judge/adjudicate debate.						
Pustaka	Utama :						
		<ol style="list-style-type: none"> 1. Freely, A.J. & Steinberg, D.L. 2009. Argumentation and Debate: Critical Thinking for Reasoned Decision Making, 12th edition. Wadsworth Cengage Learning. 2. International Debate Education Association. 2007. The Debatatabase Book: a Must-have Guide for Successful Debate, 3rd edition. New York: IDEA Press Book. 3. Meany, J. & Shuster, K. 2002. Art, Argument and Advocacy: Mastering Parliamentary Debate. New York: International Debate Education Association. 4. Various videos about public speaking and debate practices/rehearsals/competitions (YouTube and personal courtesies) 					
	Pendukung :						
Dosen Pengampu	Lina Purwaning Hartanti, S.Pd., M.EIL. Sueb, S.Pd., M.Pd. Ephrilia Noor Fitriana, S.Hum., M.Hum.						
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	To show understanding about the information about debating activities and critical thinking.	<ol style="list-style-type: none"> To illustrate types of debating parliamentary debate formats applied in Indonesia. To classify the roles of each speaker in parliamentary debate. To relate debating activities with the concept of critical thinking. 		LectureGroup Discussion 2 X 50			0%
2	To synthesize ideas and issues of given controversial topics or motions in debating.	<ol style="list-style-type: none"> To brainstorm the idea related to controversial topics/motions. To construct basic cases of the given motions To discuss the burden of proofs of the given controversial topics/motions. 		Small-group discussionCollaborative LearningProblem-based learningPerformance 2 X 50			0%
3	To analyze the elements of argument including the basic premises and fallacies in arguments.	<ol style="list-style-type: none"> To point out the elements of argument, including premises and fallacies. To analyze the strength of argument based on the elements of argument. 		Small-group discussionCollaborative LearningPerformance 2 X 50			0%
4	To construct cases of the controversial topics/motions.	<ol style="list-style-type: none"> To construct cases from the controversial topics/motions To justify the cases of the motions they have constructed. 		Problem-based learningSmall-group discussionCollaborative LearningPerformance 2 X 50			0%
5	To synthesize reasoning based on the cases of the controversial topics/motions.	<ol style="list-style-type: none"> To analyze the structure and types of reasoning in argument. To formulate logical reasoning based on the given motions. To defend the logic of the reasons they have formulated. 		Problem-based learningSmall-group discussionCollaborative LearningPerformance 2 X 50			0%
6	To present relevant evidence in defending the case based on the controversial topics/motions	<ol style="list-style-type: none"> To classify relevant evidences used in constructing strong argument. To test the relevance of the evidence in argument. To validate the use of evidence in supporting the argument. 		Problem-based learningSmall-group discussionCollaborative LearningPerformance 2 X 50			0%
7	To construct refutation of the opposing arguments in debating activities.	<ol style="list-style-type: none"> To analyze the opposing arguments. To construct refutation to disapprove the opposing arguments. To justify the refutation to the opposing arguments effectively. 		Problem-based learningSmall-group discussionCollaborative LearningPerformance (simulation) 2 X 50			0%

8	To present justifications during debate adjudication.	1.To summarize the run of the debate based on the elements of adjudication. 2.To determine the quality of the debate based on the elements of adjudication. 3.To provide constructive feedback to the debate.		Collaborative LearningPerformance (1-on-1 debate simulation) 2 X 50			0%
9	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formants.	Kriteria: 1.Debate performance should be evaluated based on the following criteria: 2.MatterMethodManner	Collaborative learningProject-based learningPerformance (simulation) 2 X 50			0%
10	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formants.	Kriteria: 1.Debate performance should be evaluated based on the following criteria: 2.MatterMethodManner	Collaborative learningProject-based learningPerformance (simulation) 2 X 50			0%
11	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formants.	Kriteria: 1.Debate performance should be evaluated based on the following criteria: 2.MatterMethodManner	Collaborative learningProject-based learningPerformance (simulation) 2 X 50			0%
12	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formants.	Kriteria: 1.Debate performance should be evaluated based on the following criteria: 2.MatterMethodManner	Collaborative learningProject-based learningPerformance (simulation) 2 X 50			0%
13	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formants.	Kriteria: 1.Debate performance should be evaluated based on the following criteria: 2.MatterMethodManner	Collaborative learningProject-based learningPerformance (simulation) 2 X 50			0%
14	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formants.	Kriteria: 1.Debate performance should be evaluated based on the following criteria: 2.MatterMethodManner	Collaborative learningProject-based learningPerformance (simulation) 2 X 50			0%
15	To administer debate parliamentary, including debating tournament.	To administer and manage exhibition of debating tournament with different types of formants.	Kriteria: 1.Debate performance should be evaluated based on the following criteria: 2.MatterMethodManner	Collaborative learningProject-based learningPerformance (simulation) 2 X 50			0%
16							0%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
		0%

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 studinya 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-CP 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.
- Kriteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kriteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kriteria 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.

