



**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																																																																																																																					
Intrinsic Approaches to Literature	7920202273	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	4	1 September 2023																																																																																																																					
OTORISASI	Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																																																																																																						
	Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum		Ephrilliana Noor F. S.Hum., M.Hum			Dr. Ali Mustofa, S.S., M.Pd.																																																																																																																						
Model Pembelajaran	Case Study																																																																																																																											
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																																																											
	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-6	Mampu memahami, menganalisis, dan menginterpretasikan karya sastra dan non-sastra dalam berbagai genre dan moda komunikasi																																																																																																																										
	CPL-10	Mampu menghasilkan karya akademik atau non-akademik dengan baik dalam bentuk lisan maupun tulisan untuk beragam audiens dan tujuan																																																																																																																										
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																																																											
	CPMK - 1	Being able to interpret literary works in various genres by using literary and cultural theories with respond to extrinsic elements of literature																																																																																																																										
	CPMK - 2	Being able to apply theories of culture to analyze and respond to sociocultural phenonemena within works of literature in culturallyresponsive way																																																																																																																										
	CPMK - 3	Being able to apply basic research methods in literary and cultural analysis to respond to issues in literary works from different ge																																																																																																																										
	CPMK - 4	Being able to make use of English in understandable and critical way to share the ideas of the literary and cultural studies both oral and written to disseminate their ideas in classroom discussion/interaction																																																																																																																										
	CPMK - 5	Being able to demonstrate the independent thinking in expressing the thoughts of literary and cultural phenomena to engage in classroom discussion/interaction intellectually																																																																																																																										
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Deskripsi Singkat MK	Intrinsic approach to literature is focused on exploring a works internal elements, such as characters, themes, and symbols. The case method involves using a specific literary work as a case study to explore and understand the intrinsic elements. This approach allows for a deep and detailed examination of the work, leading to a better understanding of its meaning and significance. The subject covers some topics of new criticism, structuralism, semiotics, myth and motifs in literature, and deconstruction.																																																																																																																											
Pustaka	Utama :																																																																																																																											

1. Achebe, Chinua. 1945. *Things Fall Apart*. London: CUP
2. Barnett, Berman, Burto. 1998. *Introduction to Literature: Poetry, Prose and Drama*. New York: Harcourt Brace Jovanovich
3. Bertens, Hans. 2001. *Literary Theory: The Basics*. London: Routledge
4. Knickerbocker & Reninger. 1964. *Interpreting Literature*. New York: Harcourt Brace Jovanovich
5. Tyson, Louis. 2006. *Critical Theory Today: A User Friendly Guide (Second Edition)*. New York: Routledge

Pendukung :

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory* 3rd Edition. Manchester University Press
2. Levine, Caroline. *Forms: Whole, Rhythm, Hierarchy, Network*. Princeton University Press, 2015.

Dosen Pengampu Dr. Ali Mustofa, S.S., M.Pd.
Dwi Nur Cahyani Sri Kusumaningtyas, S.S., 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	In the end of the session, the students are able to : determine the concept of intrinsic approaches to literature identify some theoretical frameworks included in intrinsic approaches to literature distinguish one concept after another in making more sense of literary analysis critically analyze the works of literature using the frameworks understudy write better argument in the frame	<ol style="list-style-type: none"> 1.The session is successful when the students are showing the following abilities: determining the concept of intrinsic approaches to literature 2.identifying some theoretical frameworks included in intrinsic approaches to literature 3.distinguishing one concept after another in making more sense of literary analysis 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Written and oral 2.Creativity and Originality <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes</p>	The strategies used in the session are: lecturing sharing and discussion Q and A 2 X 50		<p>Materi: intrinsic Pustaka: <i>Achebe, Chinua. 1945. Things Fall Apart. London: CUP</i></p> <hr/> <p>Materi: Literature: What and How? Pustaka: <i>Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge</i></p>	2%
2	In the end of the session, the students are able to : determine the concept of intrinsic approaches to literature identify some theoretical frameworks included in intrinsic approaches to literature distinguish one concept after another in making more sense of literary analysis	<ol style="list-style-type: none"> 1.The session is successful when the students are able to : determine the concept of intrinsic approaches to literature 2.identify some theoretical frameworks included in intrinsic approaches to literature 3.distinguish one concept after another in making more sense of literary analysis 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Written and oral 2.Creativity and Originality 3.Participation and Activity <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes</p>	The strategies used in the session are : Lecturing Sharing and Discussion Presentation Q and A 2 X 50		<p>Materi: unit1 Pustaka: <i>Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich</i></p>	5%
3	In the end of the session, the students are able to : Determine the notion of Reader Response Criticism Identify the elements of Determine their attitude about the text Explain whether the students agree or disagree with the author of the text Identify the text's purpose; and criticize the text.	<ol style="list-style-type: none"> 1.The session is successful if the students are able to : Determine the notion of Reader Response Criticism 2.Identify the elements of 3.Determine their attitude about the text 4.Explain whether the students agree or disagree with the author of the text 5.Identify the text's purpose; and 6.criticize the text. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.written and oral 2.Creativity and Originality 3.Participation and Activity <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	The strategies used in the session are: Lecturing Sharing and Discussion Presentation Q and A 2 X 50		<p>Materi: unit Pustaka: <i>Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge</i></p>	5%

4	In the end of the session, the students are able to :Determine the notion of Reader Response CriticismIdentify the elements ofDetermine their attitude about the textExplain whether the students agree or disagree with the author of the textIdentify the text's purpose; andcriticize the text.	<ol style="list-style-type: none"> 1.The session is successful if the students are able to :Determine the notion of Reader Response Criticism 2.Identify the elements of 3.Determine their attitude about the text 4.Explain whether the students agree or disagree with the author of the text 5.Identify the text's purpose; and 6.criticize the text. 	Kriteria: 1.written and oral 2.Creativity and Originality Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio	The strategies used in the session are: Lecturing Presentation Sharing and Discussion Q and A 2 X 50		Materi: unit Pustaka: <i>Fokkema, D.W & Kunne-Ibsch, Elrud. 1977. Theories of Literature in the Twentieth Century. London: C Hurst and Company</i>	5%
5	In the end of the session, the students are able to: Identify the notion of semiotics and literary criticism Determine the nature of semiotics in literary criticism Determine the components of linguistics elements in literary criticism Write a critical analysis on literary analysis using semiotics	<ol style="list-style-type: none"> 1.The session is successful if the students are able to: Identify the notion of semiotics and literary criticism 2.Determine the nature of semiotics in literary criticism 3.Determine the components of linguistics elements in literary criticism 4.Write a critical analysis on literary analysis using semiotics 	Kriteria: written and oral Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	The strategies used in the session are: Lecturing Sharing and discussion Presentation Q and A 2 X 50		Materi: unit Pustaka: <i>Barnett, Bertram, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich</i>	5%
6	In the end of the session, the students are able to: determine the notion of narrative structure based on Tzvetan Todorovs ideas identify the elements of narrative structure based on Tzvetan Todorovs ideas determine the notion of narrative structure in doing literary analysis write a critical analysis of narrative structure based on Tzvetan Todorovs ideas	<ol style="list-style-type: none"> 1.The session is successful if the students are able to: determine the notion of narrative structure based on Tzvetan Todorovs ideas 2.identify the elements of narrative structure based on Tzvetan Todorovs ideas 3.determine the notion of narrative structure in doing literary analysis 4.write a critical analysis of narrative structure based on Tzvetan Todorovs ideas 	Kriteria: 1.Written and oral 2.Creativity and Originality 3.Participation and Activity Bentuk Penilaian : Aktifitas Partisipatif	The strategies used in the session are: Lecturing Sharing and Discussion Presentation Q and A 2 X 50		Materi: unit Pustaka: <i>Barry, Peter. 1995. Beginning Theory. Manchester: MUP</i>	5%
7	In the end of the session, the students are able to: determine the narrative structure which includes some characters identification according to Vladimir Propp identify the characters types based on Vladimir Propps theory analyze the narrative structure in the story which include some types of the characters based on Propps ideaswrite a critical analysis on a certain story by applying Propps ideas	<ol style="list-style-type: none"> 1.The session is successful if the students are able to: determine the narrative structure which includes some characters identification according to Vladimir Propp 2.identify the characters types based on Vladimir Propps theory 3.analyze the narrative structure in the story which include some types of the characters based on Propps ideas 4.write a critical analysis on a certain story by applying Propps ideas 	Kriteria: 1.Participation and Activity 2.Creativity and Originality 3.Portofolio Profile Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk	The strategies used in the session are: Lecturing Sharing and discussion Presentation Q and A 2 X 50		Materi: unit Pustaka: <i>Achebe, Chinua. 1945. Things Fall Apart. London: CUP</i>	5%

8	<p>1. Being able to identify and interpret the themes, characters, settings, and language of literary works</p> <p>2. Being able to evaluate the effectiveness of literary techniques used in the texts</p> <p>3. Being able to work collaboratively in groups to analyze and interpret literary works through case-based or project-based activities</p> <p>4. Being able to reflect on their own learning and growth as readers and literary analysts through reflective activities and discussions</p>	<p>To be able to identify signs, signifiers, and signified</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. written and oral 2. Creativity and Originality 3. Participation and Activity <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	<p>Students work in groups of 3 and identify how different signs, signifiers, and signified. Students should write essays that analyze specific texts using Saussurean Structuralism and to provide evidence from the text to support their arguments. 2x50</p>		<p>Materi: Signifier Pustaka: <i>Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich</i></p>	5%
9	<p>1. Being able to identify and interpret the themes, characters, settings, and language of literary works</p> <p>2. Being able to evaluate the effectiveness of literary techniques used in the texts</p> <p>3. Being able to understand the historical and cultural contexts of literary works.</p>	<p>narrative functions that occur in all folktales. To be able to identify the narrative functions in a folktale, such as the villain, the hero, the donor, and the helper. To be able to analyze the structure of folktales using Propp's model, which includes elements such as the departure, the initiation, and the return. To be able to apply Propp's Morphology of Folktale to literary analysis, by analyzing how the structure of a literary text contributes to its meaning. To be able to engage in critical thinking by questioning the assumptions and values that underlie Propp's Morphology of Folktale and by exploring alternative ways of understanding and interpreting folktales.</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. written 2. Creativity and Originality 3. Participation and Activity <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	<p>2] Critical Review on some journals/articles and related works of literature, [3] Doing classroom discussion, students propose some arguments over any issue in works of literature and cultural phenomena to provide some hypothetical analysis and to propose some inferences over the problems being discussed by using feminist literary criticism 2x50</p>		<p>Materi: Vladimir Propp's Pustaka: <i>Achebe, Chinua. 1945. Things Fall Apart. London: CUP</i></p>	20%

10	<p>1. Being able to identify and interpret the themes, characters, settings, and language of literary works</p> <p>2. Being able to evaluate the effectiveness of literary techniques used in the texts</p> <p>3. Being able to understand the historical and cultural contexts of literary works.</p>	Written and oral performance	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. written and oral 2. Creativity and Originality 3. Participation and Activity <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk</p>	<p>TO be able to understand instability: This stage follows the disruption of the equilibrium and is characterized by instability, chaos, and confusion..</p> <p>To be able to recognize of the disruption: At this stage, the characters recognize that there is a disruption of the equilibrium and they begin to take action to restore order.</p> <p>To be able to quest for a new equilibrium: This stage involves the characters' efforts to restore order and find a new equilibrium..</p> <p>2x50</p>		<p>Materi: Equilibrium</p> <p>Pustaka: <i>Barry, Peter. 1995. Beginning Theory. Manchester: MUP</i></p>	10%
11	<p>1. Being able to identify and interpret the themes, characters, settings, and language of literary works</p> <p>2. Being able to evaluate the effectiveness of literary techniques used in the texts</p> <p>3. Being able to understand the historical and cultural contexts of literary works.</p>	written and oral	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. written and oral 2. Creativity and Originality 3. Participation and Activity <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes</p>	<p>TO be able to understand instability: This stage follows the disruption of the equilibrium and is characterized by instability, chaos, and confusion..</p> <p>To be able to recognize of the disruption: At this stage, the characters recognize that there is a disruption of the equilibrium and they begin to take action to restore order.</p> <p>To be able to quest for a new equilibrium: This stage involves the characters' efforts to restore order and find a new equilibrium..</p> <p>2x50</p>		<p>Materi: Equilibrium</p> <p>Pustaka: <i>Barry, Peter. 1995. Beginning Theory. Manchester: MUP</i></p>	5%

12	<p>1. Being able to identify and interpret the themes, characters, settings, and language of literary works</p> <p>2. Being able to evaluate the effectiveness of literary techniques used in the texts</p> <p>3. Being able to understand the historical and cultural contexts of literary works.</p>	<p>1. used in the texts LLO 4 Being able to understand the historical and cultural contexts of literary works. Supernatural Aid: The hero receives guidance, support, or a special ability from a mentor or supernatural force.</p> <p>2. The Crossing of the Threshold: The hero enters a new, unfamiliar world or situation, leaving behind their old life.</p> <p>3. Trials and Tribulations: The hero faces a series of challenges and tests, often including battles, obstacles, or temptations.</p> <p>4. The Ultimate Boon: The hero achieves their goal, often through a significant accomplishment or realization.</p> <p>5. The Return: The hero returns to their old life, sharing the knowledge and wisdom gained on their journey.</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> written test Creativity and Originality Participation and Activity <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	<p>[1] Individual Reading Assignment, [2] Students read a specific literary text individually. [3] Students analyze stories from various cultures and time periods to identify the archetypal patterns that are present in them. [4] Students will compare and contrast different versions of the hero's journey in different cultures and time periods. 2x50</p>		<p>Materi: Joseph Campbell's Hero's Journey Pustaka: <i>Barry, Peter. 1995. Beginning Theory. Manchester: MUP</i></p>	5%
13	<p>1. Being able to understand the historical and cultural contexts of literary works.</p> <p>2. Being able to identify and interpret the themes, characters, settings, and language of literary works</p>	<p>1. Chronotope: The representation of time and space in a text, which can significantly impact the meaning and interpretation of the work</p> <p>2. Carnivalization: The use of humor, parody, and satire to challenge established power structures and social norms.</p> <p>3. Unfinalizability: The openness and indeterminacy of meaning in a text, as it is constantly subject to reinterpretation and recontextualization.</p>	<p>Kriteria: written and oral</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>	<p>n [1] Individual Reading Assignment, [2] Students read and analyze texts from various genres, such as novels, essays, and dialogues, to identify the different voices and perspectives that are present in them. [3] Students analyze how different voices and perspectives are expressed and how they shape cultural understanding and social interaction. [4] After that, students will reflect on their own experiences of language, culture, and social interaction and how they relate to the principles of dialogism 2x50</p>		<p>Materi: Mikhail Bakhtin's Dialogism Pustaka: <i>Barry, Peter. 1995. Beginning Theory. Manchester: MUP</i></p>	5%

14	<p>1. Being able to identify and interpret the themes, characters, settings, and language of literary works</p> <p>2. Being able to evaluate the effectiveness of literary techniques used in the texts</p> <p>3. Being able to understand the historical and cultural contexts of literary works</p>	<p>TO be able to understand some key concepts: Intertextual References: A text that contains references or allusions to other texts, authors, or cultural works.</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Criteria: Spoken Form: Observation 2. Participation and Activity 3. Creativity and Originality <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Tes</p>	<p>[1] Students choose a text or media that you find interesting and that has clear references to other texts or media. It can be a literary work, a movie, a TV show, a song, or any other media that you feel has intertextual references.</p> <p>[2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media.</p> <p>[3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements: 2 X 50</p>	<p>[1] Students choose a text or media that you find interesting and that has clear references to other texts or media. It can be a literary work, a movie, a TV show, a song, or any other media that you feel has intertextual references.</p> <p>[2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media.</p> <p>[3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements: 2 X 50</p>	<p>Materi: Intertextuality Pustaka: <i>Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge</i></p>	5%
15	<p>1. Being able to identify and interpret the themes, characters, settings, and language of literary works</p> <p>2. Being able to evaluate the effectiveness of literary techniques used in the texts</p> <p>3. Being able to understand the historical and cultural contexts of literary works</p>	<p>1. To be able to understand the key concepts: Binary Oppositions: Identifying and challenging binary oppositions, such as good/evil, male/female, or nature/culture, that are used to construct meaning.</p> <p>2. Logocentrism: Critiquing the privileging of logos, or the idea that meaning can be fixed through language or logic.</p>	<p>Kriteria:</p> <ol style="list-style-type: none"> 1. Spoken & Written 2. Creativity and Originality 3. Participation and Activity <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio</p>		<p>[2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media.</p> <p>[3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements: 2 X 50</p>	<p>Materi: Deconstruction Pustaka: <i>Achebe, Chinua. 1945. Things Fall Apart. London: CUP</i></p>	5%

16	<p>1. Being able to identify and interpret the themes, characters, settings, and language of literary works</p> <p>2. Being able to evaluate the effectiveness of literary techniques used in the texts</p> <p>3. Being able to understand the historical and cultural contexts of literary works</p>	<p>1. To be able to understand the key concepts: Binary Oppositions: Identifying and challenging binary oppositions, such as good/evil, male/female, or nature/culture, that are used to construct meaning.</p> <p>2. Logocentrism: Critiquing the privileging of logos, or the idea that meaning can be fixed through language or logic.</p>	<p>Kriteria:</p> <p>1. Spoken & Written</p> <p>2. Creativity and Originality</p> <p>3. Participation and Activity</p> <p>Bentuk Penilaian : Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>[2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media.</p> <p>[3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements: 2 X 50</p>	<p>[2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media.</p> <p>[3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements: 2 X 50</p>	<p>Materi: Deconstruction</p> <p>Pustaka: <i>Achebe, Chinua. 1945. Things Fall Apart. London: CUP</i></p>	7%
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Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	40.67%
2.	Penilaian Hasil Project / Penilaian Produk	30.67%
3.	Penilaian Portofolio	20.67%
4.	Praktik / Unjuk Kerja	1.4%
5.	Tes	5.65%
		99.06%

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.

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Koordinator Program Studi S1
Sastra Inggris



Dr. Ali Mustofa, S.S., M.Pd.
NIDN 0014067509

UPM Program Studi S1 Sastra
Inggris



NIDN

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