



**Universitas Negeri Surabaya  
Fakultas Bahasa dan Seni  
Program Studi S1 Sastra 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 Penyesuaian</b>																																										
Poetry Appreciation & Criticism	7920203153		T=3 P=0 ECTS=4.77	4	19 Januari 2025																																										
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>		<b>Koordinator Program Studi</b>																																										
	.....		.....		Dr. Ali Mustofa, S.S., M.Pd.																																										
<b>Model Pembelajaran</b>	Case Study																																														
<b>Capaian Pembelajaran (CP)</b>	CPL-PRODI yang dibebankan pada MK																																														
	Capaian Pembelajaran Mata Kuliah (CPMK)																																														
	Matrik CPL - CPMK																																														
		CPMK																																													
<b>Deskripsi Singkat MK</b>	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																														
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td rowspan="2" style="width: 5%;">CPMK</td> <td colspan="16">Minggu Ke</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>														CPMK	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																															
<b>Deskripsi Singkat MK</b>	This course is designed to train students in the art of appreciating poetry. Focuses upon the formal properties of poetry and studies the conventions of the genre as it develops within or across historical periods and/or cultures. The first part of the class will introduce a variety of short poems and educate students in skills necessary for reading and evaluating poetry. They also will learn how to scan lines for meter and rhythm; learn how to analyze in detail to the use of figures of speech such as metaphor, metonymy, personification, allusion and so on; and they also will identify and appreciate techniques of sound and structure for better understanding and appreciating poetry works. The course will modify the method of lecturing, performance, group discussion, question and answer, and peer assessment.																																														
<b>Pustaka</b>	<b>Utama :</b>																																														
	<ol style="list-style-type: none"> <li>1. Main reading: Kennedy, X. J. and Dana Gioia (2002) An Introduction to Poetry . New York: Longman</li> <li>2. Wolosky, Shira (2001) The Art of Poetry. How to Read A Poem . Oxford: OUP, Inc. Supplementary readings: Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company</li> <li>3. Barnett, Sylvan. et al (1995) An Introduction to Literature . New York: HarperCollins College Publishers</li> <li>4. Capella, David and Wormser, Baron (2000) Teaching the Art of Poetry: The Moves . Mahwah, NJ: Lawrence Erlbaum Associates</li> <li>5. Grace, William J (1965) Response to Literature . New York: McGraw-Hill Company</li> <li>6. Holman, Hugh C (1981) A Handbook to Literature . Indianapolis: Bobbs-Merill Educational Publishing</li> <li>7. McMichael (1980) Editor. Anthology of American Literature . New York: Macmillan Publishing Co. Inc.,</li> <li>8. Perrine, Laurence (1977) Sound and Sense: An Introduction to Poetry . New York: New York: Harcourt, Brace Jovanovich, Inc.</li> <li>9. Reaske, Christopher R (1970) The Writer's Guide to the Study of Literature, New York: Random House</li> <li>10. Rosenthal, M.L. and A. J. M. Smith (1973) Exploring Poetry . New York: The Macmillan Company</li> <li>11. Shaw, Harry (1972) Concise Dictionary of Literary Terms. New York: McGraw-Hill.</li> <li>12. Wayne, Philip (1946) The Heritage of Poetry: English Poems for Chaucer to the Present Day . London: Longmans, Green and Co,</li> </ol>																																														
	<b>Pendukung :</b>																																														
<b>Dosen Pengampu</b>	Dr. Much. Koiri, M.Si. Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D. Mamik Tri Wedawati, S.S., M.Pd.																																														

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk 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 understand and identify the definition and the basic concept of poetry	- To be able to identify the definition of poetry, read the poetry of "STOPPING BY WOODS ON A SNOWY EVENING", the ages of poetry To be able to explain what is poetry and the ages of poetry		- Asking students to prepare today's material - Discussion, lecture Question-answer 3 X 50			0%
2	To identify and differentiate denotation and connotation	- To be able to identify and differentiate denotation and connotation in John Donne's "THE SUN RISING" - To be able to explain denotation and connotation in poetry		- Reviewing previous topic and asking students to prepare today's material - Asking students to present their own understanding related to denotation and connotation - Note-taking Question-answer 3 X 50			0%
3	To understand how to paraphrase	To be able in paraphrasing the poem in John Donne's "THE SUN RISING"		- Reviewing previous topic and asking students to prepare today's material - Asking students to present their own understanding related to the topic - Assigning students for doing task - Confirming students whether they have understood the topic Evaluating the students' assignment 3 X 50			0%

4	To understand and identify the use of imagery	<ul style="list-style-type: none"> <li>- To be able to understand and identify imagery</li> <li>- To be able to explain what is imagery To be able applying the imagery in "A RED, RED ROSE"</li> </ul>		<ul style="list-style-type: none"> <li>- Reviewing previous topic and asking students to prepare today's material - Asking students to present their own understanding related to the topic - Note-taking - Question-answer - Assigning students for doing task on imagery - Confirming students whether they have understood the topic Evaluating the students' assignment 3 X 50</li> </ul>			0%
5	To understand and identify the use of imagery	<ul style="list-style-type: none"> <li>- To be able to understand and identify imagery</li> <li>- To be able to explain what is imagery To be able applying the imagery in "A RED, RED ROSE"</li> </ul>		<ul style="list-style-type: none"> <li>- Reviewing previous topic and asking students to prepare today's material - Asking students to present their own understanding related to the topic - Note-taking - Question-answer - Assigning students for doing task on imagery - Confirming students whether they have understood the topic Evaluating the students' assignment 3 X 50</li> </ul>			0%

6	To identify and understand the theme in the poetry	To be able to understand and identify theme in E.E. Cummings' "I CARRY YOUR HEATR WITH ME (I CARRY IT IN)"		- Reviewing previous topic and asking students to prepare today's material - Asking students to present their own understanding related to the topic - Note-taking - Question-answer - Assigning students for doing task on imagery - Confirming students whether they have understood the topic Evaluating the students' assignment 3 X 50			0%
7	Mid Term	Mid term		Mid term 3 X 50			0%
8	· To understand and identify figurative language To explain kinds of figurative language	- To be able to understand and identify figurative language - To be able to analyze figurative language (simile) in Emily Dickinson's "THERE IS NO FRIGATE LIKE A BOOK" - To be able to analyze figurative language (personification) in William Shakespeare's "HOW LIKE A WINTER HATH MY ABSENCE BEEN" - To be able to analyze figurative language (hyperbole) in Alfred Lord Tennyson's "THE EAGLE" - To be able to analyze figurative language (synecdoche) in William Shakespeare's "SPRING" - To be able to analyze figurative language (paradox) in Richard Lovelace's "TO LUCASTA, GOING TO THE WARS" To be able to analyze figurative language (symbol) in Robert Frost's "STOPPING BY WOODS ON A SNOWY EVENING		- Asking students to prepare today's material - Asking students to present their own understanding related to the topic - Note-taking - Question-answer - Assigning students for doing task on figurative language - Confirming students whether they have understood the topic Evaluating the students' assignment 3 X 50			0%

9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

**Rekap Persentase Evaluasi : Case Study**

No	Evaluasi	Persentase
		0%

**Catatan**

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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.
- 5. 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.
- 6. 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.
- 7. Bentuk penilaian:** tes dan non-tes.
- 8. 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.
- 9. 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.
- 10. Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- 11. Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- 12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.**