



**Universitas Negeri Surabaya**  
**Fakultas Bahasa dan Seni**  
**Program Studi S3 Pendidikan Bahasa dan Sastra**

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>																																																																																																				
Recent Literature Research	8800103131	Mata Kuliah Pilihan Program Studi	T=0	P=3	ECTS=7.56	1	23 November 2024																																																																																																				
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>			<b>Koordinator Program Studi</b>																																																																																																					
	Dr. Ali Mustofa, S.S., M.Pd		Dr. Suhartono, M.Pd.			Dr. Suhartono, M.Pd.																																																																																																					
<b>Model Pembelajaran</b>	Project Based Learning																																																																																																										
<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>																																																																																																										
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>																																																																																																										
	<b>CPMK - 1</b>	Memanfaatkan ipteks untuk mengaji kritis atas aksioma-aksioma metafisis pendidikan bahasa-sastra untuk mengembangkan konsep dasar ancangan pendidikan bahasa-sastra secara adaptif dan kreatif																																																																																																									
	<b>CPMK - 2</b>	Menguasai konsep teoretis tentang aksioma-aksioma metafisis pendidikan bahasa-sastra untuk mengembangkan konsep dasar ancangan pendidikan bahasa-sastra secara adaptif dan kreatif																																																																																																									
	<b>CPMK - 3</b>	Mengambil keputusan strategis dalam pengembangan konsep dasar ancangan pendidikan bahasa-sastra secara adaptif dan kreatif																																																																																																									
	<b>CPMK - 4</b>	bertanggungjawab atas pekerjaan di bidang pendidikan bahasa dan sastra secara mandiri, cerdas, jujur, berkomitmen, bersungguh hati, dan bertulus hati dalam pengembangan sikap, nilai, kemampuan peserta didik																																																																																																									
	<b>Matrik CPL - CPMK</b>																																																																																																										
		<table border="1" style="margin: auto;"> <tr><td>CPMK</td></tr> <tr><td>CPMK-1</td></tr> <tr><td>CPMK-2</td></tr> <tr><td>CPMK-3</td></tr> <tr><td>CPMK-4</td></tr> </table>	CPMK	CPMK-1	CPMK-2	CPMK-3	CPMK-4																																																																																																				
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<b>Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>																																																																																																											
	<table border="1" style="margin: auto;"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-2</td> <td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> <tr> <td>CPMK-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td> </tr> </tbody> </table>	CPMK	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	CPMK-1	✓	✓	✓														CPMK-2				✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	CPMK-3												✓					CPMK-4																✓						
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<b>Deskripsi Singkat MK</b>	Penggunaan teori dan hasil penelitian yang relevan untuk pengajian kritis atas aksioma-aksioma metafisis pendidikan bahasa-sastra untuk mengembangkan konsep dasar ancangan pendidikan bahasa-sastra secara adaptif dan kreatif. Topik kajian mata kuliah ini meliputi keanekaragaman paham filosofis tentang pendidikan bahasa-sastra; historiografi pendekatan pembelajaran bahasa-sastra dari perspektif ontologis, aksiologis, dan epistemologis; dan isu-isu kebijakan pendidikan mutakhir melalui belajar mandiri, presentasi, diskusi, atau pun publikasi dengan produk akhir berupa makalah/artikel																																																																																																										
<b>Pustaka</b>	<b>Utama :</b>																																																																																																										
	<ol style="list-style-type: none"> <li>1. Kenny, Anthony. 2007 Philosophy in the Modern World 4th Edition. New York: Oxford University Press</li> <li>2. Lee, Barry. 2011. Philosophy of Language: Key Thinkers. New York: Continuum</li> <li>3. New, Christopher. 1999. Philosophy of Literature: An Introduction. New York: Routledge</li> </ol>																																																																																																										
	<b>Pendukung :</b>																																																																																																										
<b>Dosen Pengampu</b>	Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D. Dr. Ali Mustofa, S.S., M.Pd.																																																																																																										
<b>Mg Ke-</b>	<b>Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>	<b>Penilaian</b>				<b>Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu ]</b>		<b>Materi Pembelajaran [ Pustaka ]</b>	<b>Bobot Penilaian (%)</b>																																																																																																		
		<b>Indikator</b>	<b>Kriteria &amp; Bentuk</b>			<b>Luring (offline)</b>	<b>Daring (online)</b>																																																																																																				
(1)	(2)	(3)	(4)			(5)	(6)	(7)	(8)																																																																																																		

1	In the end of the session, the students are able to: distinguish the notion of recent literary research in language and literature pedagogy	<ol style="list-style-type: none"> <li>The session will be successful if the students have already mastered the abilities to: distinguish the notion of recent literary research in language and literature pedagogy</li> <li>identify the nature of literary research in language in education</li> <li>write a critical review over the literary research in language and literature pedagogy</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>Creativity and Originality</li> <li>Identification of Key Themes and Elements</li> <li>Analysis of Key Elements and Themes</li> <li>Writing Quality</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	Offline: The strategies used in the session are : LecturingSharing and Discussion Presentation Q and A 2 X 50		<p><b>Materi:</b> The Nature of Philosophy <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition</i>. New York: Oxford University Press</p>	5%
2	In the end of the session, the students are able to: distinguish the notion of recent literary research in language and literature pedagogy	<ol style="list-style-type: none"> <li>The session will be successful if the students have already mastered the abilities to: distinguish the notion of recent literary research in language and literature pedagogy</li> <li>identify the nature of literary research in language in education</li> <li>write a critical review over the literary research in language and literature pedagogy</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>Creativity and Originality</li> <li>Identification of Key Themes and Elements</li> <li>Analysis of Key Elements and Themes</li> <li>Writing Quality</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	Offline: The strategies used in the session are : LecturingSharing and Discussion Presentation Q and A 2 X 50		<p><b>Materi:</b> The Nature of Philosophy <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition</i>. New York: Oxford University Press</p>	5%
3	In the end of the session, the students are able to : Define the notions of pragmatism and logic in language and literature pedagogy Identify some important issues related to pragmatism and logic in language and literature pedagogy Identify the notions of rethoric and logic in language and literature pedagogy Write argumentative essay on pragmatism, rethoric, and logic in language and literature pedagogy	<ol style="list-style-type: none"> <li>The session is successful if the students are able to : Define the notions of pragmatism and logic in language and literature pedagogy</li> <li>Identify some important issues related to pragmatism and logic in language and literature pedagogy</li> <li>Identify the notions of rethoric and logic in language and literature pedagogy</li> <li>Write argumentative essay on pragmatism, rethoric, and logic in language and literature pedagogy</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>Creativity and Originality</li> <li>Identification of Key Themes and Elements</li> <li>Analysis of Key Elements and Themes</li> <li>Writing Quality</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	The strategies used in the session are: Lecturing Presentation Sharing and Discussion Small Project Q and A 2 X 50		<p><b>Materi:</b> Pragmatics and Education <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition</i>. New York: Oxford University Press</p> <hr/> <p><b>Materi:</b> Pragmatics, Language, and Logic <b>Pustaka:</b> Lee, Barry. 2011. <i>Philosophy of Language: Key Thinkers</i>. New York: Continuum</p>	5%

4	<p>In the end of the session, the students are able to : Discuss Sigmund Freud and Psychoanalysis and its relation with philosophy of language and literature pedagogy Identify the notion of consciousness and unconsciousness and their relations with human psychology Determine the notions of id, ego, superego and their relationships with language and literature learning Discuss some important key issues in Freudian psychoanalysis and its relation with language and literature pedagogy</p>	<ol style="list-style-type: none"> <li>1.The session is indicated successful if the students are able to : Discuss Sigmund Freud and Psychoanalysis and its relation with philosophy of language and literature pedagogy</li> <li>2.Identify the notion of consciousness and unconsciousness and their relations with human psychology</li> <li>3.Determine the notions of id, ego, superego and their relationships with language and literature learning</li> <li>4.Discuss some important key issues in Freudian psychoanalysis and its relation with language and literature pedagogy</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Creativity and Originality</li> <li>2.Identification of Key Themes and Elements</li> <li>3.Analysis of Key Elements and Themes</li> <li>4.Writing Quality</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>The strategies used in the session are: Lecturing Presentation Sharing and Discussion Q and A Small project investigation 2 X 50</p>	<p><b>Materi:</b> Sigmund Freud and Psychoanalysis <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition.</i> New York: Oxford University Press</p> <p><b>Materi:</b> Sigmund Freud and Education <b>Pustaka:</b> Lee, Barry. 2011. <i>Philosophy of Language: Key Thinkers.</i> New York: Continuum</p> <p><b>Materi:</b> Sigmund Freud and The Interpretation of Dreams <b>Pustaka:</b> New, Christopher. 1999. <i>Philosophy of Literature: An Introduction.</i> New York: Routledge</p>	5%
5	<p>In the end of the session, the students are able to :distinguish the notion of existentialism and its relation with language and literature pedagogy identify the elements of existentialism and its relation with language and literature pedagogy distinguish the nature of freedom of will and freedom to choose identify some important figures in the work of existentialism write critical reviews over existentialism and its relation with language and literature pedagogy</p>	<ol style="list-style-type: none"> <li>1.The session is successful as indicated by the students abilities to :distinguish the notion of existentialism and its relation with language and literature pedagogy</li> <li>2.identify the elements of existentialism and its relation with language and literature pedagogy</li> <li>3.distinguish the nature of freedom of will and freedom to choose</li> <li>4.identify some important figures in the work of existentialism</li> <li>5.write critical reviews over existentialism and its relation with language and literature pedagogy</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Creativity and Originality</li> <li>2.Identification of Key Themes and Elements</li> <li>3.Analysis of Key Elements and Themes</li> <li>4.Writing Elements</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>The strategies used in the session are: Lecturing Presentation Sharing and Discussion Small Project Investigation Q and A 2 X 50</p>	<p><b>Materi:</b> Soren Kierkegaard and Existentialism in Education and Pedagogy <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition.</i> New York: Oxford University Press</p> <p><b>Materi:</b> Existentialism and Education in Modern Era <b>Pustaka:</b> Lee, Barry. 2011. <i>Philosophy of Language: Key Thinkers.</i> New York: Continuum</p>	5%

6	<p>In the end of the session, the students are able to :Distinguish the notion of post-structuralism and post-modernism Distinguish the idea of logocentrism Identify the problems of Derridas deconstructionDistinguish the position of deconstruction in language and literature learning/pedagogy Identify the key issues in Derridas ideas related to language and literature pedagogy</p>	<ol style="list-style-type: none"> <li>1.The session is successful if the students are able to :Distinguish the notion of post-structuralism and post-modernism</li> <li>2.Identify the problems of Derridas deconstruction</li> <li>3.Distinguish the position of deconstruction in language and literature learning/pedagogy</li> <li>4.Identify the key issues in Derridas ideas related to language and literature pedagogy</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Creativity and Originality</li> <li>2.Identification of Key Themes and Elements</li> <li>3.Analysis of Key Elements and Themes</li> <li>4.Writing Quality</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>The strategies used in the session are : Lecturing Presentation Sharing and Discussion Small project investigation Q and A 2 X 50</p>	<p><b>Materi:</b> Derrida and the Deconstruction of Education <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition.</i> New York: Oxford University Press</p> <hr/> <p><b>Materi:</b> Postmodernists' Thoughts and Ideas in Education <b>Pustaka:</b> Lee, Barry. 2011. <i>Philosophy of Language: Key Thinkers.</i> New York: Continuum</p> <hr/> <p><b>Materi:</b> Decosntruction of Text and Context of Language and Literature <b>Pustaka:</b> New, Christopher. 1999. <i>Philosophy of Literature: An Introduction.</i> New York: Routledge</p>	5%
7	<p>In the end of the session, the students are able to : Distinguish the notion of semiotics and its relation with language and literature pedagogy Identify some important figures in semiotics studies distinguish the notions of sense, reference, and implication Write some critical reviews on semiotics in language and literature pedagogy</p>	<ol style="list-style-type: none"> <li>1.The session is successful as indicated by the abilities of the students to : Distinguish the notion of semiotics and its relation with language and literature pedagogy</li> <li>2.Identify some important figures in semiotics studies</li> <li>3.distinguish the notions of sense, reference, and implication</li> <li>4.Write some critical reviews on semiotics in language and literature pedagogy</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Creativity and Originality</li> <li>2.Identification of Key Themes and Elements</li> <li>3.Analysis of Key Elements and Themes</li> <li>4.Writing Quality</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>The strategies used in the session are : Lecturing Presentation Sharing and Discussion Q and A 2 X 50</p>	<p><b>Materi:</b> Charless Alexander Pierce on Semiotics <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition.</i> New York: Oxford University Press</p> <hr/> <p><b>Materi:</b> Roland Barthes on Semiotics <b>Pustaka:</b> Lee, Barry. 2011. <i>Philosophy of Language: Key Thinkers.</i> New York: Continuum</p> <hr/> <p><b>Materi:</b> Semiotics in Literary and Cultural Studies <b>Pustaka:</b> New, Christopher. 1999. <i>Philosophy of Literature: An Introduction.</i> New York: Routledge</p>	5%

8	<p>In the session, the students are supposed to write a paper work for their mid term test. The paper work is to measure their : ability to apply some theoretical frameworks for the philosophy in language and literature pedagogy during the first half of the semester competencies in sharing and discussing some critical issues in the philosophy in language and literature pedagogy during the first half of the semester critical understanding on the critical theories used in the philosophy of language and literature pedagogy during the first half of the semester</p>	<ol style="list-style-type: none"> <li>1.the successful of the mid term test is indicated by the abilities of the students to write a paper work for their mid term project which shows their : ability to apply some theoretical frameworks for the philosophy in language and literature pedagogy during the first half of the semester</li> <li>2.competencies in sharing and discussing some critical issues in the philosophy in language and literature pedagogy during the first half of the semester</li> <li>3.critical understanding on the critical theories used in the philosophy of language and literature pedagogy during the first half of the semester</li> </ol>	<p><b>Kriteria:</b>  1.Creativity and Originality  2.Identification of Key Themes and Elements  3.Analysis of Key Elements and Themes  4.Writing Quality</p> <p><b>Bentuk Penilaian :</b>  Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>The strategies used in the Mid term test are :Individual Paper work Argumentative and critical essay on some issues which have been covered in the first half of the semester  2 X 50</p>	<p><b>Materi:</b> All topics covered in half of the semester  <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition</i>. New York: Oxford University Press</p> <p><b>Materi:</b> All topics covered in half of the semester  <b>Pustaka:</b> Lee, Barry. 2011. <i>Philosophy of Language: Key Thinkers</i>. New York: Continuum</p> <p><b>Materi:</b> All topics covered in half of the semester  <b>Pustaka:</b> New, Christopher. 1999. <i>Philosophy of Literature: An Introduction</i>. New York: Routledge</p>	10%
9	<p>in the end of the session , the students are able to : determine the nature of pragmatists on language and truth Identify the nature of pragmatists ideas on language and truth identify some important figures on pragmatics on language and truth write critical reviews on pragmatics on language and truth</p>	<ol style="list-style-type: none"> <li>1.The session is successful if the students are able to : determine the nature of pragmatists on language and truth</li> <li>2.Identify the nature of pragmatists ideas on language and truth</li> <li>3.identify some important figures on pragmatics on language and truth</li> <li>4.identify the important issues on language games in language and literature pedagogy</li> <li>5.write critical reviews on pragmatics on language and truth</li> </ol>	<p><b>Kriteria:</b>  1.Creativity and Originality  2.Identification of Key Themes and Elements  3.Analysis of Key Elements and Themes  4.Writing Quality</p> <p><b>Bentuk Penilaian :</b>  Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>The strategies for the session are: Lecturing Presentation Sharing and Discussion Q and A  2 X 50</p>	<p><b>Materi:</b> Pragmatics and Education  <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition</i>. New York: Oxford University Press</p> <p><b>Materi:</b> The Truth Value in Language and Literature Research  <b>Pustaka:</b> Lee, Barry. 2011. <i>Philosophy of Language: Key Thinkers</i>. New York: Continuum</p>	5%
10	<p>In the end of the session, the students are able to : determine the nature of epistemology and subdivisions determine the nature of Pierces methods on sciencedetermine Freges ideas on Logic, Psychology, and Epistemologyidentify Wittgensteins ideas on Certainty</p>	<ol style="list-style-type: none"> <li>1.The session is successful if the students are able to : determine the nature of epistemology and subdivisions</li> <li>2.determine the nature of Pierces methods on science</li> <li>3.determine Freges ideas on Logic, Psychology, and Epistemology</li> <li>4.identify Wittgensteins ideas on Certainty</li> </ol>	<p><b>Kriteria:</b>  1.Creativity and Originality  2.Identification of Key Themes and Elements  3.Analysis of Key Elements and Themes  4.Writing Quality</p> <p><b>Bentuk Penilaian :</b>  Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	<p>The strategies used in the session are : Lecturing Sharing and Discussion Presentation Q and A  2 X 50</p>	<p><b>Materi:</b> Logic and Rethoric  <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition</i>. New York: Oxford University Press</p> <p><b>Materi:</b> Witgenstein and Language Teaching  <b>Pustaka:</b> Lee, Barry. 2011. <i>Philosophy of Language: Key Thinkers</i>. New York: Continuum</p>	5%

11	In the end of the session, the students will be able to : distinguish the nature of ethics in language and literature pedagogy identify the domain of Utilitarianism identify the idea of Analytic Ethics write some critical reviews and arguments on the ethics in language and literature pedagogy	<ol style="list-style-type: none"> <li>1.The session is successful if the students are able to : distinguish the nature of ethics in language and literature pedagogy</li> <li>2.identify the domain of Modifications of Utilitarianism</li> <li>3.identify the idea of Analytic Ethics</li> <li>4.write some critical reviews and arguments on the ethics in language and literature pedagogy</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Creativity and Originality</li> <li>2.Identification of Key Themes and Elements</li> <li>3.Analysis of Key Elements and Themes</li> <li>4.Writing Quality</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	The strategies used in the session are : Lecturing Presentation Sharing and Discussion Problem based solving Q and A 2 X 50	<p><b>Materi:</b> Ethics in Language and Literature Pedagogy <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition</i>. New York: Oxford University Press</p> <hr/> <p><b>Materi:</b> Marxism and Utilitarianism <b>Pustaka:</b> Lee, Barry. 2011. <i>Philosophy of Language: Key Thinkers</i>. New York: Continuum</p> <hr/> <p><b>Materi:</b> Marxist and Literary Criticism <b>Pustaka:</b> New, Christopher. 1999. <i>Philosophy of Literature: An Introduction</i>. New York: Routledge</p>	5%
12	In the end of the session, the students are able to : Distinguish the nature of aesthetics and its relation with language and literature pedagogy identify the ideas of Kierkegaard on Music and arts determine Nietzsches ideas on Tragedy in arts and literature determine Art and Morality for the sake of language and literature pedagogy	<ol style="list-style-type: none"> <li>1.The session is achieved as indicated by the students abilities to : Distinguish the nature of aesthetics and its relation with language and literature pedagogy</li> <li>2.identify the ideas of Kierkegaard on Music and arts</li> <li>3.determine Nietzsches ideas on Tragedy in arts and literature</li> <li>4.determine Art and Morality for the sake of language and literature pedagogy</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Creativity and Originality</li> <li>2.Identification of Key Themes and Elements</li> <li>3.Analysis of Key Elements and Themes</li> <li>4.Writing Quality</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	The strategies used in the session are : Lecturing Presentation Sharing and Discussion Small group project Q and A 2 X 50	<p><b>Materi:</b> Esthetics in Language and Literature Pedagogy <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition</i>. New York: Oxford University Press</p> <hr/> <p><b>Materi:</b> Morality in Language and Literature Pedagogy <b>Pustaka:</b> Lee, Barry. 2011. <i>Philosophy of Language: Key Thinkers</i>. New York: Continuum</p> <hr/> <p><b>Materi:</b> Music, Arts and Existentialism <b>Pustaka:</b> New, Christopher. 1999. <i>Philosophy of Literature: An Introduction</i>. New York: Routledge</p>	5%

13	In the end of the session, the students are able to : distinguish the nature of Art for Art's SakeIdentify some philosophical approaches on Art for Art's SakeIdentify some important figures who hold the ideas of Art for Art's Sake	<ol style="list-style-type: none"> <li>1.The session is achieved the students are able to : distinguish the nature of Art for Art's Sake</li> <li>2.Identify some philosophical approaches on Art for Art's Sake</li> <li>3.Identify some important figures who hold the ideas of Art for Art's Sake</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Creativity and Originality</li> <li>2.Identification of Key Themes and Elements</li> <li>3.Analysis of Key Elements and Themes</li> <li>4.Writing Quality</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	The strategies used in the session are : Lecturing Sharing and discussion Presentation Q and A 2 X 50		<p><b>Materi:</b> The Nature of Arts for Arts' Sake <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition.</i> New York: Oxford University Press</p> <p><b>Materi:</b> School of Criticism <b>Pustaka:</b> Lee, Barry. 2011. <i>Philosophy of Language: Key Thinkers.</i> New York: Continuum</p> <p><b>Materi:</b> New Criticism and The Fallacies in Interpretation of Arts, Culture, and Literature <b>Pustaka:</b> New, Christopher. 1999. <i>Philosophy of Literature: An Introduction.</i> New York: Routledge</p>	5%
14	In the end of the session, the students are able to : distinguish the nature of Utilitarianism and Liberalism identify Kierkegaard and Schopenhauers ideas on Women distinguish the nature of Marx on Capital and Labour determine the nature of Closed and Open Societies	<ol style="list-style-type: none"> <li>1.The session is successful as indicated by the students abilities to : distinguish the nature of Utilitarianism and Liberalism</li> <li>2.identify Kierkegaard and Schopenhauers ideas on Women</li> <li>3.distinguish the nature of Marx on Capital and Labour</li> <li>4.determine the nature of Closed and Open Societies</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Creativity and Originality</li> <li>2.Identifying the key themes and elements</li> <li>3.Analysis of Key Elements and Themes</li> <li>4.Writing Quality</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	The strategies used in the session are : Lecturing Presentation Sharing and Discussion Q and A 2 X 50		<p><b>Materi:</b> Liberalism and Utilitarianism in Education <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition.</i> New York: Oxford University Press</p> <p><b>Materi:</b> Marx on Capital and Labor and Their Relations with Education <b>Pustaka:</b> Lee, Barry. 2011. <i>Philosophy of Language: Key Thinkers.</i> New York: Continuum</p>	5%
15	In the end of the session, the students will be able to : identify the nature of Faith vs. Alienation distinguish the nature of The Theism of John Stuart Mill identify the problems of Creation and Evolution determine Newman's ideas on Philosophy of Religion distinguish the thoughts of The Death of God and the Survival of Religion determine Freuds ideas on Religious Illusion determine the thoughts on Philosophical Theology after Wittgenstein	<ol style="list-style-type: none"> <li>1.The session is successful if it were indicated by the abilities of the students to : identify the nature of Faith vs. Alienation</li> <li>2.distinguish the nature of The Theism of John Stuart Mill</li> <li>3.identify the problems of Creation and Evolution</li> <li>4.determine Newman's ideas on Philosophy of Religion</li> <li>5.distinguish the thoughts of The Death of God and the Survival of Religion</li> <li>6.determine Freuds ideas on Religious Illusion</li> <li>7.determine the thoughts on Philosophical Theology after Wittgenstein</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>1.Creativity and Originality</li> <li>2.Identification of Key Themes and Elements</li> <li>3.Analysis of Key Elements and Themes</li> <li>4.Writing Quality</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja</p>	The Session will be using the following strategies : Lecturing Sharing and Discussion Presentation Small Project/InvestigationQ and A 2 X 50		<p><b>Materi:</b> Faith and Alienation <b>Pustaka:</b> Kenny, Anthony. 2007 <i>Philosophy in the Modern World 4th Edition.</i> New York: Oxford University Press</p> <p><b>Materi:</b> Creatin, Evolution, and Religion <b>Pustaka:</b> Lee, Barry. 2011. <i>Philosophy of Language: Key Thinkers.</i> New York: Continuum</p>	5%

16	In the end of the session, the students are able to accomplish their project for final term test which shows some requirements of competencies : the ability to show their critical arguments and thoughts on applying certain approaches for their small projects the ability to think critically over certain approaches which includes their high order thinking in exposing and explaining the hierarchy of thoughts from different experts and specialists for the sake of visibility, reliability, and originality of ideas and arguments the competency in both sharing and synthesizing the arguments from different sources in order to have better insights of the nature of the theoretical frameworks they uncover.	<ol style="list-style-type: none"> <li>The session would be achieved if the students are able to accomplish their project for final term test which shows some requirements of competencies which include their abilities to: show and expose their critical arguments and thoughts on applying certain approaches for their small projects</li> <li>think critically and logically over certain approaches which includes their high order thinking in exposing and explaining the hierarchy of thoughts from different experts and specialists for the sake of visibility, reliability, and originality of ideas and arguments</li> <li>share and synthesize the arguments from different sources in order to have better insights of the nature of the theoretical frameworks they uncover.</li> </ol>	<p><b>Kriteria:</b></p> <ol style="list-style-type: none"> <li>Some criteria for essay/paper writing as shown in the following rubric:</li> <li><a href="http://home.snu.edu/~hculbert/criteria.pdf">http://home.snu.edu/~hculbert/criteria.pdf</a></li> <li>Creativity and Originality</li> <li>Identification of Key Themes and Elements</li> <li>Analysis of Key Elements and Themes</li> <li>Writing Quality</li> </ol> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipatif, Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	Take home exam and library investigation/study 2 X 50		<p><b>Materi:</b> All topics discussed during the classroom sessions <b>Pustaka:</b> Kenny, Anthony. 2007. <i>Philosophy in the Modern World 4th Edition</i>. New York: Oxford University Press</p> <p><b>Materi:</b> All topics discussed during the classroom sessions <b>Pustaka:</b> Lee, Barry. 2011. <i>Philosophy of Language: Key Thinkers</i>. New York: Continuum</p> <p><b>Materi:</b> All topics discussed during the classroom sessions <b>Pustaka:</b> New, Christopher. 1999. <i>Philosophy of Literature: An Introduction</i>. New York: Routledge</p>	20%
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#### Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	20,5%
2.	Penilaian Hasil Project / Penilaian Produk	20,5%
3.	Penilaian Portofolio	20,5%
4.	Praktik / Unjuk Kerja	20,5%
5.	Tes	18%
		100%

#### 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-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.