					Document Code
	Universitas Negeri Surabaya **Faculty of Languages and Arts** **Undergraduate Study Program Drama Arts, Dance and Music Education**				

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight				SEMESTER	Compilation Date
Drama Criticism		8820902211		T=2	P=0	ECTS=3.18		6	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Welly Suryandoko, S.Pd., M.Pd.

Learning model	Case Studies

Program Learning Outcomes (PLO)	PLO study program that is charged to the course
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Able to study concepts, principles of criticism, functions, techniques and procedures for criticizing drama

References	Main :

1. ferensi :
2. Christiawan, 1992, Scenografi Rudjito , Yogyakarta: ISI Yogyakarta
3. Hounton D. Selman, 1972, Essential of Stage Lighting , New Jersey: Prentice-Hall Inc. Englewood Cliffs
4. Wilford Oren Parker dan Harvey K. Smith, 1974, Scene Design and Stage Lighting (third edition), New York: Holt, Rinehart and Winston Inc.
5. Pramana , Padmodarmaya . 1988. Tata dan tekhnik Pentas. Jakarta: Balai Pustaka.

Supporters:

Supporting lecturer	Dr. Autar Abdillah, S.Sn., M.Si. Dr. Arif Hidajad, S.Sn., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Identifying the nature of Criticism	Able to identify the nature of criticism		Performance, Discussion 2 X 50			0%
2	Schematicizing theater criticism, discursive writing, scholarly writing and dramaturgy in Indonesia	Able to schematize theater criticism, discursive writing, scholarly writing and dramaturgy in Indonesia		CTL 2 X 50			0%
3	Schematicizing theater criticism, discursive writing, scholarly writing and dramaturgy in Indonesia	Able to schematize theater criticism, discursive writing, scholarly writing and dramaturgy in Indonesia		CTL 2 X 50			0%
4	Schematicizing theater criticism, discursive writing, scholarly writing and dramaturgy in Indonesia	Able to schematize theater criticism, discursive writing, scholarly writing and dramaturgy in Indonesia		CTL 2 X 50			0%
5	Justifying the orientation of theater criticism: methods of critical writing and their goals	Able to justify the orientation of theater criticism: critical writing methods and their objectives		2 X 50 Constructivism Approach			0%
6	Justifying the orientation of theater criticism: methods of critical writing and their goals	Able to justify the orientation of theater criticism: critical writing methods and their objectives		2 X 50 Constructivism Approach			0%
7	Assessing criticism and research: The Indonesian Modren Theater Phenomenon	Able to assess criticism and research: The Indonesian Modren Theater Phenomenon	**Criteria:** Total Value 100	Contextual 2 X 50			0%
8	Assessing criticism and research: The Indonesian Modren Theater Phenomenon	Able to assess criticism and research: The Indonesian Modren Theater Phenomenon	**Criteria:** Total Value 100	Contextual 2 X 50			0%
9	Assessing criticism and research: The Indonesian Modren Theater Phenomenon	Able to assess criticism and research: The Indonesian Modren Theater Phenomenon	**Criteria:** Total Value 100	Contextual 2 X 50			0%
10	Assessing criticism and research: The Indonesian Modren Theater Phenomenon	Able to assess criticism and research: The Indonesian Modren Theater Phenomenon	**Criteria:** Total Value 100	Contextual 2 X 50			0%

11	Developing criticism and discourse: Indonesian modern theater discourse	Able to compose criticism and discourse: Indonesian modern theater discourse		Constructivism 2 X 50			0%
12	Developing criticism and discourse: Indonesian modern theater discourse	Able to compose criticism and discourse: Indonesian modern theater discourse		Constructivism 2 X 50			0%
13	Developing criticism and discourse: Indonesian modern theater discourse	Able to compose criticism and discourse: Indonesian modern theater discourse		Constructivism 2 X 50			0%
14	Developing criticism and discourse: Indonesian modern theater discourse	Able to compose criticism and discourse: Indonesian modern theater discourse		Constructivism 2 X 50			0%
15	Developing criticism and discourse: Indonesian modern theater discourse	Able to compose criticism and discourse: Indonesian modern theater discourse		Constructivism 2 X 50			0%
16	Developing criticism and discourse: Indonesian modern theater discourse	Able to compose criticism and discourse: Indonesian modern theater discourse		Constructivism 2 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.

12. TM=Face to face, PT=Structured assignments, BM=Independent study.