



<b>Short Course Description</b>	"Textual and contextual" study of dance through an ethnochoreological approach which is complemented by other necessary approaches, and is able to apply it in various dance study writing activities.						
<b>References</b>	<b>Main :</b>						
		<p>1. [1] Djelantik, A.A.M. 2004. Estetika Sebuah Pengantar . Bandung: MSPI. [2] Eco, Umberto, 2009. Teori Semiotika. Bantul: Kreasi Wacana [3] Hadi, Y. Sumandiyo. 2005. Sosiologi Tari . Yogyakarta: Pustaka [4] Hadi, Y. Sumandiyo. 2007. Kajian Tari, Teks Dan Konteks . Yogyakarta: Pustaka Book Publisher [5] Hadi, Y. Sumandiyo.2014. Koreografi: Bentuk-Teknik-Isi. Yogyakarta: Cipta Media MPSS . [6] Pudentia, 1998. Metodologi Kajian Tradisi Lisan. Yakarta: Yayasan Obor Indonesia dan Yayasan Asosiasi Tradisi Lisan. [7] Pramutomo. RM. 2007. Etnokoreologi Nusantara (Batasan Kajian, Sistematika, dan Aplikasi keilmuannya). Surakarta:ISI Press. [8] Schechner, R.. 2006. Performane Studies An Introduction . New York and London: Routledge. [9] Schechner, R.. 2006. Performane Theory . New York and London: Routledge [10] Spradley, James P. 2007. Metode Etnografi. Yogyakarta: Tiara Wacana [11] Sumaryono.2011. Antropologi Tari Dalam Perspektif Indonesia. Yogyakarta: Badan Penerbit ISI. [12] Sumaryono. E. 2003. Hermeutik (Sebuah Metode Filsafat) . Yogyakarta: Kanisius [13] Sutyono. 2011. Fenomenologi Seni . Yogyakarta: Insan Persada [14] Tim Penyusun. 2014. Buku Panduan Penulisan Skripsi Fakultas Bahasa dan Seni . Surabaya:FBS UNESA</p>					
	<b>Supporters:</b>						
<b>Supporting lecturer</b>	<p>Dra. Noordiana, M.Sn.  Dr. Eko Wahyuni Rahayu, M.Hum.  Dr. I Nengah Mariasa, M.Hum.  Dra. Jajuk Dwi Sasanadjadi, M.Hum.  Dra. Enie Wahyuning Handayani, M.Si.</p>						
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	Understand the meaning of Ethnochoreology, History and scope.	Explain the meaning of Historical Ethnochoreology and scope.	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Expository, literature study, discussion 2 X 50			0%
2	Understanding the Ethnochoreological Approach (Multidisciplinary)	Mention the types of Ethnochoreology (Multidisciplinary) approaches	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Expository, literature study, discussion 2 X 50			0%
3	Understanding the Ethnochoreological Approach (Multidisciplinary)	Mention the types of Ethnochoreology (Multidisciplinary) approaches	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Expository, literature study, discussion 2 X 50			0%
4	Understanding the Ethnochoreological Approach (Multidisciplinary)	Mention the types of Ethnochoreology (Multidisciplinary) approaches	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Expository, literature study, discussion 2 X 50			0%
5	Understanding the Concepts and Methods of Dance Ethnography	Explaining Ethnography Concepts and Methods	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Expository, literature study, discussion, field study (Observation and interviews) 2 X 50			0%
6	Understanding the Concepts and Methods of Dance Ethnography	Explaining Ethnography Concepts and Methods	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Expository, literature study, discussion, field study (Observation and interviews) 2 X 50			0%
7	Understanding the Dance Phenomenon from various perspectives (Beyond)	Understanding the Dance Phenomenon from various perspectives (Beyond)	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Expository, literature study, discussion, field study (Observation and interviews) 2 X 50			0%

8	Understanding the Dance Phenomenon from various perspectives (Beyond)	Understanding the Dance Phenomenon from various perspectives (Beyond)	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Expository, literature study, discussion, field study (Observation and interviews) 2 X 50			0%
9	Understand meeting material 1-8	Understand the history, approaches, methods and phenomena of dance from various perspectives	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	UTS 2 X 50			0%
10	Preparing a research proposal (dance)	1) Develop research background 2) Formulate the problem	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Field studies (Observations, interviews) 2 X 50			0%
11	Preparing a research proposal (dance)	1) Develop research background 2) Formulate the problem	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Field studies (Observations, interviews) 2 X 50			0%
12	Preparing a research proposal (dance)	Present the results of the supporting literature review	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Laboratory Work 2 X 50			0%
13	Preparing a research proposal (dance)	Present the results of the supporting literature review	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Laboratory Work 2 X 50			0%
14	Preparing a research proposal (dance)	Designing research methods	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Literature Study, Discussion 2 X 50			0%
15	Preparing a research proposal (dance)	Designing research methods	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Literature Study, Discussion 2 X 50			0%
16	Understand meeting material 1-15	Prepare a thesis proposal	<b>Criteria:</b> Completeness of the proposal prepared, according to systematics	Presentation 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.