



**Universitas Negeri Surabaya**  
**Faculty of Languages and Arts**  
**English Language Education Undergraduate Study Program**

Document Code

## SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Drama In EFL	8820302050		T=2 P=0 ECTS=3.18	8	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																		
	Program Objectives (PO)																																		
	PLO-PO Matrix																																		
	<table border="1" style="margin: auto;"> <tr> <td style="width: 50px; height: 20px;"></td> <td style="width: 50px; text-align: center;">P.O</td> </tr> </table>		P.O																																
	P.O																																		
	PO Matrix at the end of each learning stage (Sub-PO)																																		
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px; height: 20px;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px; text-align: center;">P.O</td> <td style="width: 20px; text-align: center;">1</td> <td style="width: 20px; text-align: center;">2</td> <td style="width: 20px; text-align: center;">3</td> <td style="width: 20px; text-align: center;">4</td> <td style="width: 20px; text-align: center;">5</td> <td style="width: 20px; text-align: center;">6</td> <td style="width: 20px; text-align: center;">7</td> <td style="width: 20px; text-align: center;">8</td> <td style="width: 20px; text-align: center;">9</td> <td style="width: 20px; text-align: center;">10</td> <td style="width: 20px; text-align: center;">11</td> <td style="width: 20px; text-align: center;">12</td> <td style="width: 20px; text-align: center;">13</td> <td style="width: 20px; text-align: center;">14</td> <td style="width: 20px; text-align: center;">15</td> <td style="width: 20px; text-align: center;">16</td> </tr> </table>		Week																P.O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Week																																		
	P.O	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																		

Short Course Description	This course is designed to train the students to be able to apply the concept of English/American plays and English translations of plays for English language learning in primary and secondary schools. It provides the students with knowledge of drama literary elements, the principles of using English/American plays in EFL classrooms, and the skills to design a lesson plan using English/American plays, and to apply it in EFL classrooms. The teaching-learning activities are conducted through presentation, discussion, and practices.
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References	<p><b>Main :</b></p> <p>1. <b>References :</b>          [1]. Barnet, Sylvan, M. Berman, W. Burto, dan M. Stubbs. 1996. <i>Literature for Composition: Essays, Fiction, Poetry, and Drama</i> . New York: Harper Collins          [2]. Lazar, Gillian. 2009. <i>Literature and language Teaching (19th edition): A Guide for Teachers and Trainers</i> . Great Britain: Cambridge University Press.          [3]. McCarthy, Tara. 1997 <i>Teaching Literary Elements: Easy Strategies and Activities to Help Kids Explore and Enrich Their Experiences with Literature</i> . New York: Scholastic Professional Books.          [4]. Sanger, K. 2001. The language of drama. USA &amp; Canada: Routledge          [5]. Vandergrift, Kay E. 1990. Children's Literature: Theory, Research, and Teaching. Colorado: Libraries Unlimited Inc.</p>
	<b>Supporters:</b>

Supporting lecturer	Nur Fauzia, S.S., M.Pd. Anis Trisusana, S.S., M.Pd.
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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	Explaining the definition of drama	To explain the definition of drama	<b>Criteria:</b> 1.No. 2.Aspects 3.Ideal Score 4.Gotten Score 5.1 6.Introduction: leading to problem(s) 7.15 8.10 9.2 10.Theoretical framework: sufficiency and relevance 11.20 12.14 13.3 14.Discussion: logic and depth 15.40 16.30 17.4 18.Conclusion: appropriate answer to problem(s) 19.15 20.10 21.5 22.Reference: truth and correctness 23.10 24.9 25.Sum 26.100 27.73	· Explanation · Discussion Question-Answer 2 X 50			0%
2	Explain each literary element of the drama	To explain each literary element of the drama	<b>Criteria:</b> 1.No. 2.Aspect 3.Ideal Score Score 4.Get 5.1 6.Introduction: leads to the problem 7.15 8.10 9.2 10.Theoretical framework: adequacy and relevance 11.20 12.14 13.3 14.Discussion: logic and depth 15.40 16.30 17.4 18.Conclusion: the right answer to the problem 19.15 20.10 21.5 22.Reference: truth and correctness 23.10 24.9 25.Amount 26.100 27.73	presentation and discussion 2 X 50			0%

3	To demonstrate understanding of the elements of dramatic literature (intrinsic & extrinsic)	To explain each literary element of the drama	<b>Criteria:</b> 1.No. 2.Aspect 3.Ideal Score Score 4.Get 5.1 6.Introduction: leads to the problem 7.15 8.10 9.2 10.Theoretical framework: adequacy and relevance 11.20 12.14 13.3 14.Discussion: logic and depth 15.40 16.30 17.4 18.Conclusion: the right answer to the problem 19.15 20.10 21.5 22.Reference: truth and correctness 23.10 24.9 25.Amount 26.100 27.73	presentation and discussion 2 X 50		0%
4	To demonstrate understanding of the elements of dramatic literature (intrinsic & extrinsic)	To explain each literary element of the drama	<b>Criteria:</b> 1.No 2.Aspect 3.Ideal Score Score 4.Get 5.1 6.Introduction: leads to the problem 7.15 8.10 9.2 10.Theoretical Framework: adequacy and relevance 11.20 12.14 13.3 14.Discussion: Logic And Depth 15.40 16.30 17.4 18.CONCLUSION: Your Correct answer is a matter for review 19.15 20.10 21.5 22.Reference: Truth And Truth 23.10 24.9 25.Amount 26.100 27.73	presentation and discussion 2 X 50		0%

5	To demonstrate an understanding of symbolism and allegory	To explain symbolism and allegory	<b>Criteria:</b> 1.1 Paper Rubric 2.No. 3.Score obtained 4.1 5.Introduction: leads to the problem 6.2 7.Theoretical framework: adequacy and relevance 8.3 9.Discussion: logic and depth 10.40 11.30 12.4 13.Conclusion: the right answer to the problem 14.15 15.10 16.5 17.Reference: truth and correctness 18.10 19.9 20.Amount 21.Aspect 22.Ideal score 23.20 24.14	presentation and discussion 2 X 50		0%
6	To demonstrate an understanding of tragedy and comedy	To explain tragedy and comedy	<b>Criteria:</b> 1 Paper Rubric <b>No.</b>  <b>Score obtained</b> 1 Introduction: leads to the problem  2 Theoretical framework: adequacy and relevance 3 Discussion: logic and depth 40 30 4 Conclusion: correct answer to the problem 15 10 5 Reference: correctness and correctness 10 9  <b>Number of Aspects</b> <b>Ideal score</b>  20 14	presentation and discussion 2 X 50		0%

7	To demonstrate an understanding of tragedy and comedy	To explain tragedy and comedy	<b>Criteria:</b> 1.1 Paper Rubric 2.No. 3.Score obtained 4.1 5.Introduction: leads to the problem 6.2 7.Theoretical framework: adequacy and relevance 8.3 9.Discussion: logic and depth 10.40 11.30 12.4 13.Conclusion: the right answer to the problem 14.15 15.10 16.5 17.Reference: truth and correctness 18.10 19.9 20.Amount 21.Aspect 22.Ideal score 23.20 24.14	presentation and discussion 2 X 50			0%
8	UTS			2 X 50			0%
9	To demonstrate an understanding of the goals, basic principles, and approaches to teaching drama	To explain the aims, basic principles, and approaches to teaching drama	<b>Criteria:</b> 1.1 Paper Rubric 2.No. 3.Score obtained 4.1 5.Introduction: leads to the problem 6.2 7.Theoretical framework: adequacy and relevance 8.3 9.Discussion: logic and depth 10.40 11.30 12.4 13.Conclusion: the right answer to the problem 14.15 15.10 16.5 17.Reference: truth and correctness 18.10 19.9 20.Amount 21.Aspect 22.Ideal score 23.20 24.14	presentation and discussion 2 X 50			0%

10	To use the concept of material selection to select games	To select games as appropriate materials in EFL classrooms	<b>Criteria:</b> 1.1 Paper Rubric 2.No. 3.Score obtained 4.1 5.Introduction: leads to the problem 6.2 7.Theoretical framework: adequacy and relevance 8.3 9.Discussion: logic and depth 10.40 11.30 12.4 13.Conclusion: the right answer to the problem 14.15 15.10 16.5 17.Reference: truth and correctness 18.10 19.9 20.Amount 21.Aspect 22.Ideal score 23.20 24.14	presentation and discussion 2 X 50			0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### Notes

- 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.
- 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.
- 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.
- 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.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.