	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
Poetry in ELT		8820302276		**T=2**	**P=0**	**ECTS=3.18**	6	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

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	This course is designed to make the students able to use poetry for teaching of English as a foreign language in primary and secondary schools. It provides the students with knowledge of poetry literary elements, the principles of using poetry in ELT, and the skills to design a lesson plan using poetry as alternative teaching materials in an EFL classroom. Teaching activities will be conducted through presentation, discussion, and practices.

References	**Main :**

1.
[1]. Barnet, Sylvan, M. Berman, W. Burto, dan M. Stubbs. 1996. *Literature for Composition: Essays, Fiction, Poetry, and Drama* . New York: Harper Collins
[2]. Lazar, Gillian. 2009. *Literature and language Teaching (19th edition): A Guide for Teachers and Trainers* . Great Britain: Cambridge University Press.
[3] McCarthy, Tara. 1997 *Teaching Literary Elements: Easy Strategies and Activities to Help Kids Explore and Enrich Their Experiences with Literature* . New York: Scholastic Professional Books.
[4] Vandergrift, Kay E. 1990. Children's Literature: Theory, Research, and Teaching. Colorado: Libraries Unlimited Inc.
[5] Smith, Carl B (Ed.). 2002. *Developing Character through Literature* : *a teacher's resource book* . Bloomington: ERIC Clearinghouse on Reading, English, and Communication.
[6] Widyahening, Evy T. and Wardhani, Nugraheni E. 2016. Literary works and character education. *International Journal of Language and Literarure.* 4 (1), pp. 176-180.

Supporters:

Supporting lecturer	Prof. Dr. Hj. Lies Amin Lestari, M.A., 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	To understand the importance of using poetry as alternative materials in EFL classrooms	To understand the concept of literature as the mirror of society To mention the importance of using poetry in EFL classrooms		4 X 50			0%
2	To understand the importance of using poetry as alternative materials in EFL classrooms	To understand the concept of literature as the mirror of society To mention the importance of using poetry in EFL classrooms		4 X 50			0%
3	To show understanding of poetry elements (intrinsic & extrinsic) To examine the intrinsic and extrinsic elements of a poetry	To explain each literary element of poetry to identify literary elements in poetry To analyze the intrinsic and extrinsic elements of a poetry		· Explanation · Presentation · Discussion · Question-Answer 6 X 50			0%
4	To show understanding of poetry elements (intrinsic & extrinsic) To examine the intrinsic and extrinsic elements of a poetry	To explain each literary element of poetry to identify literary elements in poetry To analyze the intrinsic and extrinsic elements of a poetry		· Explanation · Presentation · Discussion · Question-Answer 6 X 50			0%
5	To show understanding of poetry elements (intrinsic & extrinsic) To examine the intrinsic and extrinsic elements of a poetry	To explain each literary element of poetry to identify literary elements in poetry To analyze the intrinsic and extrinsic elements of a poetry		· Explanation · Presentation · Discussion · Question-Answer 6 X 50			0%
6	To show understanding of the principles of how to select poetry for EFL classroom	· To select poetry for teaching English at elementary school · To select poetry for teaching English at secondary school		· Presentation · Discussion · Question-Answer 2 X 50			0%
7	To show understanding of the principles of how to select poetry for EFL classroom	· To select poetry for teaching English at elementary school · To select poetry for teaching English at secondary school		· Presentation · Discussion · Question-Answer 2 X 50			0%

No							
8	To show understanding of the principles of how to select poetry for EFL classroom	· To select poetry for teaching English at elementary school · To select poetry for teaching English at secondary school		· Presentation · Discussion · Question-Answer 2 X 50			0%
9	UTS			2 X 50			0%
10	To create a lesson plan using poetry as alternative teaching materials	To Formulating learning objectives, Selecting poetry, choosing Teaching Strategies and Media, formulating assessment instruments		· Presentation · Discussion · Question-Answer 4 X 50			0%
11	To create a lesson plan using poetry as alternative teaching materials	To Formulating learning objectives, Selecting poetry, choosing Teaching Strategies and Media, formulating assessment instruments		· Presentation · Discussion · Question-Answer 4 X 50			0%
12	To implement the lesson plan created in the previous session in a simulation	To demonstrate teaching English using poetry in an EFL classroom		· Presentation · DiscussionQuestion-Answer 8 X 50			0%
13	To implement the lesson plan created in the previous session in a simulation	To demonstrate teaching English using poetry in an EFL classroom		· Presentation · DiscussionQuestion-Answer 8 X 50			0%
14	To implement the lesson plan created in the previous session in a simulation	To demonstrate teaching English using poetry in an EFL classroom		· Presentation · DiscussionQuestion-Answer 8 X 50			0%
15	To implement the lesson plan created in the previous session in a simulation	To demonstrate teaching English using poetry in an EFL classroom		· Presentation · DiscussionQuestion-Answer 8 X 50			0%
16							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** 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.
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.