Document Code



# Universitas Negeri Surabaya Faculty of Languages and Arts English Literature Undergraduate Study Program

## **SEMESTER LEARNING PLAN**

Courses			CODE		Course Family		Cred	lit Weight	SEMESTER	Compilation Date			
Extrinsic App	roaches to Lite	rature	7920202241		Study Program E	lective	T=2	P=0 ECTS=3.18	5	May 9, 2023			
AUTHORIZAT	ION		SP Develop	er	Courses	Course	Clust	er Coordinator	Study Progran	n Coordinator			
			Dr. Ali Musto	ofa, S.S, M.Pd		Ephrilia M.Hum		Fitriana, S.Hum.,	Dr. Ali Mustof	a, S.S., M.Pd.			
Learning model	Case Studies	S											
Program	PLO study	orogram t	that is charge	d to the course									
Learning Outcomes PLO)	PLO-5	risk taking in thought, expression, or intellectual engagement											
•	PLO-6	Being able to create sound academic or non-academic works for various audiences and purposes											
	PLO-9		Be able to understand and apply basic research methods in language/literature, including research design, data analysis, and interpretation.										
	Program Ob	jectives	(PO)										
	PO - 1	Devel	lop an understa	nding of the relatio	onship between liter	ature and	its soc	io-historical context					
	PO - 2	Identi	Identify the ways in which historical events, cultural movements, and social conditions shape literary texts and their reception.										
	PO - 3	Analy	Analyze how literary works reflect and engage with their respective cultural and historical contexts.										
	PO - 4	Evalu	Evaluate how literary works can be used as tools for cultural critique and resistance.										
	PO - 5		Develop skills in conducting research, gathering data, and analyzing sources related to the historical and cultural contexts of literary works										
	PO - 6		Explore how literary works can be used to understand the complexities of identity and representation in various cultural contexts										
	PO - 7	Devel	lop an awarene	ss of the ways in w	which literary works	are shape	d by a	nd help shape their	cultural and histo	orical moments			
	PO - 8	Devel	lop skills in critic	cal thinking, close i	reading, and effecti	ve commu	nicatio	n in written and ora	I forms.				
	PLO-PO Ma	trix											
								_					
			P.O	PLO-5	PLO-6	PLO-	9						
			PO-1										
			PO-2			_							
			PO-3					]					
			PO-4					1					
			PO-5					1					
			PO-6					1					
			PO-7					1					
			PO-8					1					

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
		PO-1																
		PO-2																
		PO-3																
		PO-4																
		PO-5																
		PO-6																
		PO-7																
		PO-8																
Description References	will be studied from their extrinsic side. By using case study method, the course offers approaches such as Psychology; Psycho-analysis; Sociology; Discourse Analysis (Foucauldian, Gramsci, and Piere Bordieu), Feminism, Ecocriticism, Postcolonialism and Gay and Lesbian Criticism. The design of the course enables the students to critically judge and evaluate works of literature from different perspectives and meanings through activities such as group discussions, note-taking, presentations and writing papers.  Main:  1. Brooks, Peter. H.B. Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8 . Cambridge University Press Online: Cambridge 2. Magedera, Ian. H. 2014. Outsider Biographies . Rodopi: Amsterdam (Literary and Biography) 3. Purkiss, Diane. 2005. Literature, Gender,and Politics during The English War . Cambridge University Press: Cambridge (Literary and Gender) 4. Zima, Petter, V. 2002. Deconstruction and Critical Theory . Continuum: London (Literary and Modernity) 5. Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism . Palgrave Macmallian: London 6. Morales, Helena. 2007. Classical Mythology A Very Short Introduction. Oxford University Press: New York. 7. Gallop, Jane. 2011. The Deaths of The Author Reading and Writing in Time . Duke University Press: Durham. 8. Schram, Dick. Gerard Steen. 2001. The Psychology and Sociology of Literature . John Benjamins Publishing Company: Amsterdam																	
	7. Gallop, Jane	. 2011. The Dea				ology	and S	ociolo	gy of L				jámins	Publish	hing Co	mpany	Amste	rdam
	7. Gallop, Jane	. 2011. The Dea				ology	and S	ociolo	gy of L				jámins	Publish	ning Co	mpany	Amste	rdam
	7. Gallop, Jane 8. Schram, Dick	. 2011. The Dea				ology	and S	ociolo	gy of L				jámins	Publish	hing Co	mpany	Amste	rdam

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

able to define and actively respond to differentiate between intimisal between intimisal and extinsic and extinsic and extinsic approaches to literature study. 2 Interest and the historical and cultural contexts in which extrinsic approaches and describe differently types of extinsic approaches to literature study. Such as biographical approaches and many more 4. Students will be able to analyze a literary text using an extrassic approaches and many more 4. Students will be able to analyze a literary text using an extrassic approaches and supproaches and the ways in which extrinsic approaches and the w	1	able to define and differentiate between intrinsic and extrinsic approaches to literature study 2.Students will understand the historical and	actively respond to questions, making connections to their own experiences or previous learning, and demonstrating interest in the	1.Knowledge and comprehension     2.Analysis and applications     3.Critical thinking     4.Communication &	Lecturing, sharing and Discussion, Giving examples, Q and A and	Introduction to Literary Theories Reference:	3%
help students' better understand literary texts.		in which extrinsic approaches emerge 3. Students will be able to identify and describe different types of extrinsic approaches to literature study, such as biographical, historical, and sociological approaches, and many more 4. Students will be able to analyze a literary text using an extrinsic approach, demonstrating an understanding of how a particular extrinsic approach can shed light on the meaning and significance of the text. 5. Students will be able to evaluate the strengths and limitations of using extrinsic approaches to study literature, considering issues such as the potential for oversimplification or reductionism, the importance of balancing extrinsic approaches, and the ways in which extrinsic approaches can help students' better understand	are engaged and invested in the topic  2.Being able to demonstrate a clear understanding of the concepts and ideas covered during the introduction session, both immediately after the session and over time  3.Being able to use a particular extrinsic approach effectively, or showing an understanding of how different extrinsic approaches might be used to approaches might be used to approach a given text  4.Being able to engage in critical thinking about the strengths and limitations of extrinsic approaches to literary study, and to reflect on how these approaches fit into their broader understanding of	competences 5.Engagement and participation  Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Practices	practice	HB Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8. Cambridge University Press Online: Cambridge  Material: Some Approaches to literary studies References: Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodemism. Palgrave Macmallian:	

Offline: Lecturing, 1.Students are able 1.Students should be Criteria: 3% able to identify 1.Knowledge and Literary and to define Sharing and Biography biographical comprehension Discussion of Bibliography: 2.Analysis and criticism and biographical the topics Magedera, Ian. understand its information about applications covered in the H. 2014. key features, the author and use 3.Critical thinking session, Q and Outsider 4. Communication such as the it to support their A for better **Biographies** and sharing emphasis on the analysis of the reflective Rodopi: competences author's life and literary work . Amsterdam practice 2 X 50 5.Engagement and experiences, the 2.Students should be (Literary and Biogrpahy) participation relationship able to explain the wavs in which the between the Forms of Assessment author's life and author's life Material: their literary experiences. Biographical Participatory Activities, works, and the beliefs, and values criticism Project Results importance of are reflected in Bibliography: Assessment / Product understanding their literary work Brooks, Peter. Assessment, Practices 3.Students should be HB Nisbet. the social, / Performance cultural, and able to integrate Claude Rawson. 2008. historical contexts biographical The Cambridge in which the analysis with other History of literary author lived Literary 2.Students are able approaches, such Criticism to analyze the as formalism or Volume 8. ways in which an historical criticism. Cambridge author's life in order to produce University Press experiences. a nuanced and Online. beliefs, and well-supported Cambridge values are interpretation of the reflected in their literary work. literary works 4.Students should 3.Students are able engage in critical to identify thinking about the biographical strengths and elements in the limitations of text, such as biographical autobiographical approach as a references, literary analysis allusions to historical events, 5.Students should be or thematic able to concerns that communicate their reflect the analysis of the literary work and author's experiences their understanding 4.Students are able of the biographical approach to use biographical effectively in criticism as a tool written for analyzing and assignments interpreting 6.Students should be literary texts able to apply their 5.Students are able understanding of to engage in biographical critical thinking criticism to other about the literary works, strengths and demonstrating their limitations of ability to use biographical biographical criticism as a information to literary analysis support their approach analysis and interpretation of the 6.Students are able to consider text questions such as whether biographical information is always relevant or useful for interpreting a text, and whether an author's intentions or beliefs should be privileged over the meaning that readers derive from the text 7. Students are able to summarize and explain kev concepts and terms, as well as use biographical criticism to support their interpretations of literary texts in written assignments

Material:

1.Students are able to define biographical criticism and understand its key features, such as the emphasis on the author's life and experiences, the relationship between the author's life and their literary works, and the importance of understanding the social, cultural, and historical contexts

> author lived 2.Students are able to analyze the ways in which an author's life experiences. beliefs, and values are reflected in their literary works

in which the

- 3.Students are able to identify biographical elements in the text, such as autobiographical references, allusions to historical events, or thematic concerns that reflect the author's experiences
- 4.Students are able to use biographical criticism as a too for analyzing and interpreting literary texts
- 5.Students are able to engage in critical thinking about the strengths and limitations of biographical criticism as a literary analysis approach
- 6.Students are able to consider questions such as whether biographical information is always relevant or useful for interpreting a text, and whether an author's intentions or beliefs should be privileged over the meaning that readers derive from the text
- 7. Students are able to summarize and explain key concepts and terms, as well as use biographical criticism to support their interpretations of literary texts in written assignments

1.Students should be able to identify biographical information about the author and use it to support their analysis of the

- literary work 2.Students should be able to explain the wavs in which the author's life experiences. beliefs, and values are reflected in
- their literary work 3.Students should be able to integrate biographical analysis with other literary approaches, such as formalism or historical criticism. in order to produce a nuanced and well-supported interpretation of the literary work.
- 4.Students should engage in critical thinking about the strengths and limitations of biographical approach as a literary analysis
- 5.Students should be able to communicate their analysis of the literary work and their understanding of the biographical approach effectively in written assignments
- 6.Students should be able to apply their understanding of biographical criticism to other literary works, demonstrating their ability to use biographical information to support their analysis and interpretation of the text

Criteria:

- 1.Knowledge and comprehension
- 2.Analysis and applications 3.Critical thinking 4. Communication and sharing
- competences 5.Engagement and participation

#### Forms of Assessment

Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance

Offline: Lecturing, Sharing and Discussion of the topics covered in the session, Q and A for better reflective practice 2 X 50

Material: Literary and Biography Bibliography: Magedera, Ian. H. 2014. Outsider **Biographies** Rodopi: . Amsterdam (Literary and Biogrpahy)

> Material: Biographical criticism Bibliography: Brooks, Peter. HB Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8. Cambridge University Press Online. Cambridge

Material: Biographical criticism Bibliography: Brooks, Peter. HB Nisbet. Claude Rawson, 2008. The Cambridge History of Literary Criticism Volume 8. Cambridge University Press Online.

Material: Literature and biography Bibliography: Magedera, Ian. H. 2014. Outsider **Biographies** Rodopi: Amsterdam (Literary and Biogrpahy)

Cambridae

Offline: Lecturing, Criteria: Material: 3% Historical Sharing and criticism Discussion of Bibliography: the topics Greaney, Micheal. 2006. applications covered during the session, Contemporary explaining the Fiction and the examples, Q Uses of Theory and A for The Novel from better reflective Structuralism to Postmodernism practice 2 X 50 Palgrave Macmallian: London Material: Literary and Bibliography: Purkiss. Diane. 2005. Literature, Gender, and Politics during The English War. Cambridge University Press: Cambridge (Literary and Gender) Material: Historical criticism Bibliography: Greaney Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism Palgrave Macmallian: London

- 1.Students should gain an understanding of the historical and cultural contexts in which literary works were produced, including political, social, and economic factors that influence the production and reception of literature
- 2.Students should be able to analyze literary works in relation to their historical contexts, recognizing how the events, values, and beliefs of a particular time period are reflected in the text
- 3.Students should be familiar with the methods and strategies employed by new historicist scholars, including attention to historical and cultural contexts, power relations, and social norms
- 4.Students should develop critical thinking skills by analyzing how cultural and historical contexts shape literary works, and by questioning the assumptions and biases of historical narratives
- 5.Students should be able to engage in interdisciplinary analysis, drawing on historical anthropological, and other cultural studies perspectives to analyze literary texts
- 6.Students should develop their writing skills by articulating their ideas and arguments clearly and effectively in written assignments, demonstrating their ability to synthesize historical and literary analysis
- 7.Students should be able to connect historical contexts to contemporary issues, recognizing how past events and ideologies continue to shape our cultural and political landscape today.

1.Students should be able to understand the historical context of the literary work, including the social, political, and cultural events that influenced its

production and

reception

- 2.Students should be familiar with historical sources and archives, including primary sources such as letters, diaries, and other documents that provide insight into the historical context of the
- literary work 3.Students should be able to use historical evidence to support their analysis of the literary work. includina demonstrating how historical events and ideas influence the themes, characters, and other aspects of
- the work 4.Students should develop critical thinking skills by analyzing how historical context shapes literary works, and by questioning the assumptions and biases of historical narratives.
- 5.Students should be able to engage in interdisciplinary analysis, drawing on historical, sociological, and other perspectives to analyze literary

1.Knowledge and

- comprehension 2.Analysis and
- 3.Critical thinking 4. Communication and sharing competencies
- 5.Engagement and participation

#### Forms of Assessment

Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests

- 1.Students should gain an understanding of the historical and cultural contexts in which literary works were produced, including political, social, and economic factors that influence the production and reception of literature
- 2.Students should be able to analyze literary works in relation to their historical contexts, recognizing how the events, values, and beliefs of a particular time period are reflected in the text
- 3.Students should be familiar with the methods and strategies employed by new historicist scholars, including attention to historical and cultural contexts, power relations, and social norms
- 4.Students should develop critical thinking skills by analyzing how cultural and historical contexts shape literary works, and by questioning the assumptions and biases of historical narratives
- 5.Students should be able to engage in interdisciplinary analysis, drawing on historical, anthropological, and other cultural studies perspectives to analyze literary texts
- 6.Students should develop their writing skills by articulating their ideas and arguments clearly and effectively in written assignments, demonstrating their ability to synthesize historical and literary analysis 7.Students should
- 7. Students should be able to connect historical contexts to contemporary issues, recognizing how past events and ideologies continue to shape our cultural and political landscape today.

1.Students should be able to understand the historical context of the literary work, including the social, political, and cultural events that influenced its production and

reception

- 2.Students should be familiar with historical sources and archives, including primary sources such as letters, diaries, and other documents that provide insight into the historical context of the literary work
- 3. Students should be able to use historical evidence to support their analysis of the literary work, including demonstrating how historical events and ideas influence the themes, characters, and other aspects of the work
- 4.Students should develop critical thinking skills by analyzing how historical context shapes literary works, and by questioning the assumptions and biases of historical narratives.
- 5.Students should be able to engage in interdisciplinary analysis, drawing on historical, sociological, and other perspectives to analyze literary
- 6.Students should develop their writing skills by articulating their ideas and arguments clearly and effectively in written assignments, demonstrating their ability to synthesize historical and literary analysis.
  7.Students should be
- able to evaluate the strengths and limitations of historical criticism as a method of literary analysis, including considering the challenges of interpreting historical evidence and recognizing the potential biases of historical narratives 8.Students should be
- 8.Students should be able to apply their understanding of historical criticism to other literary works, demonstrating their ability to use

#### Criteria:

- 1.Knowledge and comprehension 2.Analysis and
- applications
  3. Critical thinking
  4. Communication
  and sharing
- competencies
  5.Engagement and participation

#### Forms of Assessment

Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests Offline: Lecturing, Sharing and Discussion of the topics covered during the session, explaining the examples, Q and A for better reflective practice 2 X 50 Material:
Historical
criticism
Bibliography:
Greaney,
Micheal. 2006.
Contemporary
Fiction and the
Uses of Theory
The Novel from
Structuralism to
Postmodernism
Palgrave
Macmallian:
London

Material: Literary and memory Bibliography: Purkiss, Diane. 2005. Literature, Gender, and Politics during The English War. Cambridge University Press: Cambridge (Literary and Gender)

Material:
Historical criticism
Bibliography:
Greaney,
Micheal. 2006.
Contemporary
Fiction and the
Uses of Theory
The Novel from
Structuralism to
Postmodernism
Palgrave
Macmallian:
London

		historical evidence to support their analysis and interpretation of the text				
6	1.Students should gain an understanding of how gender and sexuality are socially constructed, and how these constructions influence the production and reception of literary works.  2.Students are able to analyze how gender and sexuality are represented in literary works, and how these representations reflect or challenge dominant cultural values and norms  3.Students are able to develop critical thinking skills by analyzing how gender and sexuality shape literary works, and by questioning the assumptions and biases of gendered narratives  4.Students should be able to connect representations of gender and sexuality in literature to broader social issues, recognizing how these issues impact our cultural and political landscape today	1.Knowledge and comprehension 2.Analysis and applications 3.Critical thinking 4.Communication & sharing competencies 5.Engagement and participation	Criteria: 3  Forms of Assessment: Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests	Offline: Lecturing and Sharing, Discussing particular issues on gender and cultural change, Q and A for better reflective practice 2 X 50	Material: Gender and literature References: Brooks, Peter. HB Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8. Cambridge University Press Online: Cambridge Material: Gender and politics in interpretation References: Purkiss, Diane. 2005. Literature, Gender, and Politics during The English War. Cambridge University Press: Cambridge (Literary and Gender)	3%

7	1 Ctudente chould	1.Students should be	Criteria:	Offline:	Material:	5%
•	1.Students should			Lecturing and	Gender and	370
	develop critical	able to engage in	1.Knowledge and			
	thinking skills by	interdisciplinary	comprehension	Sharing,	Literature	
	analyzing how	analysis, drawing	2.Analysis and	Discussion and	References:	
	gender and	on feminist theory,	applications	disseminating	Purkiss, Diane.	
	sexuality shape	gueer theory, and	3.Critical thinking	critical thinking	2005. Literature,	
	literary works,	other perspectives	4.Communication	skills, Q and A	Gender, and	
				for better	Politics during	
	and by	to analyze literary	and sharing	reflective	The English	
	questioning the	texts	understanding	practice	War. Cambridge	
	assumptions and	<ol><li>Students should</li></ol>	<ol><li>5.Engagement and</li></ol>	2 X 50	University	
	biases of	demonstrate their	participation	27.00	Press:	
	gendered	writing skills by			Cambridge	
	narratives.	articulating their	Forms of Assessment		(Literary and	
	_		:			
	2.Students should	ideas and	Participatory Activities,		Gender)	
	be able to engage	arguments clearly	Project Results			
	in interdisciplinary	and effectively in	Assessment / Product		Material:	
	analysis, drawing	written			Gender criticism	
	on feminist	assignments,	Assessment, Portfolio		and how it	
	theory, queer	demonstrating their	Assessment, Practice /		frames the	
	theory, and other	ability to synthesize	Performance, Tests		discussion of	
	* * * * * * * * * * * * * * * * * * * *				issues in literary	
	perspectives to	gender and literary			works	
	analyze literary	analysis.			Reader:	
	texts.	<ol><li>Students should be</li></ol>			Brooks. Peter.	
	<ol><li>Students should</li></ol>	able to connect				
	develop their	representations of			HB Nisbet.	
	writing skills by	gender and			Claude	
	articulating their	sexuality in			Rawson. 2008.	
	•				The Cambridge	
	ideas and	literature to broader			History of	
	arguments clearly	social issues,			Literary	
	and effectively in	recognizing how			Criticism	
	written	these issues			Volume 8.	
	assignments,	impact our cultural			Cambridge	
	demonstrating	and political			University Press	
	their ability to	landscape today			Online:	
					Cambridge	
	synthesize	4.Students should be			Carribriuge	
	gender and	aware of the				
	literary analysis.	diversity of feminist				
	4.Students should	and gender				
	be able to	perspectives,				
	connect	recognizing the				
	representations	different ways in				
	of gender and	which scholars				
	sexuality in	approach these				
	literature to	topics and the				
	broader social	importance of				
	issues,	considering				
	recognizing how	multiple viewpoints				
	these issues	5.Students should be				
	impact our	able to recognize				
	cultural and	the influence of				
	political	gender on the				
	landscape today.	literary works they				
	5.Students should	study, including				
	gain an	how gender shapes				
	understanding of	characters,				
	intersectionality,	themes, and other				
	the ways in which	aspects of the text				
	multiple social	<ol><li>Students should be</li></ol>				
	identities	able to evaluate				
	intersect to shape	the strengths and				
	experiences of	limitations of				
	power and	gender criticism as				
	privilege, and	a method of literary				
	how this concept	analysis, including				
	applies to literary	considering the				
	works	challenges of				
	6.Students should	interpreting				
	be exposed to the	representations of				
	diversity of	gender and				
	feminist and	sexuality in literary				
		works and				
	gender					
	perspectives,	recognizing the				
	recognizing the	potential biases of				
	different ways in	gendered				
	which scholars	narratives.				
	approach these					
	topics and the					
	importance of					
	considering					
			1			
	multiple					
	multiple viewpoints					

8	Mid term test	1.Students should	Criteria:		Offline: Students are	Material: All	20%
	inia tomi toot	demonstrate an	1.Creativity and		having their mid term	topics	2070
		understanding of	Originality		test for	discussed	
		key concepts and	2.Identification of		answering/discussing some cases or issues	during the classroom	
		themes discussed	Key Themes and		in works of literature	sessions	
		in class, such as	Elements		using the frameworks	Reader:	
		literary criticism approaches,	3.Knowledge and comprehension		they have studied in	Brooks, Peter.	
		relevant theoretical	4.Critical thinking		previous meetings	HB Nisbet.	
		frameworks, and			(take home exam) 2 X 50	Claude Rawson. 2008.	
		important literary	Form of Assessment :		2 X 30	The Cambridge	
		works.	Portfolio Assessment			History of	
		2.Students should be				Literary	
		able to analyze				Criticism Volume 8.	
		literary texts from the perspective of				Cambridge	
		the literary criticism				University Press	
		approach being				Online:	
		studied,				Cambridge	
		demonstrating their				Material: All	
		ability to identify key elements of the				materials	
		text that are				discussed in	
		relevant to the				previous	
		approach				meetings Reader:	
		<ol><li>Students should</li></ol>				Magedera, lan.	
		demonstrate their				H. 2014.	
		critical thinking skills by				Outsider	
		synthesizing				Biographies. Rodopi:	
		information from				Amsterdam	
		the course material				(Literary and	
		and applying it to				Biogrpahy)	
		their analysis of the				B4-4	
		text, as well as by questioning				Material: All materials	
		assumptions and				discussed in the	
		biases in the text				classroom	
		and the approach				Reader:	
		being studied.				Magedera, Ian. H. 2014.	
		4.Students should be				Outsider	
		able to communicate their				Biographies.	
		ideas clearly and				Rodopi:	
		effectively in				Amsterdam (Literary and	
		writing,				Biogrpahy)	
		demonstrating their					
		ability to organize				Material: All	
		their thoughts logically and				topics	
		present their				discussed during the	
		analysis in a				classroom	
		structured and				sessions	
		coherent manner.				Reader:	
		5.Students should be				Purkiss, Diane. 2005. Literature,	
		able to apply the skills and concepts				Gender, and	
		learned in class to				Politics during	
		the analysis of a				The English War. Cambridge	
1		new text,				University	
		demonstrating their ability to generalize				Press:	
		and transfer their				Cambridge	
		knowledge to				(Literary and Gender)	
		different contexts.					
1		6.Students should be				Material: All	
		able to manage				materials	
		their time effectively during				discussed in the classroom	
		the test,				Reader:	
		demonstrating their				Greaney,	
1		ability to complete				Micheal. 2006.	
		the test within the				Contemporary Fiction and the	
		allocated time frame and prioritize				Uses of Theory	
		tasks appropriately				The Novel from	
		7.Students should				Structuralism to	
1		demonstrate				Postmodernism. Palgrave	
		attention to detail,				Macmallian:	
		such as by				London	
		following instructions, using					
		proper citation					
1		format, and					
		avoiding					
		grammatical and					
		spelling errors					
<u> </u>	<u> </u>	<u> </u>	<u> </u>	ļ	<u> </u>	<u> </u>	

9	1.Students should develop an understanding of key psychological concepts relevant to literary analysis, such as psychoanalytic theory, cognitive psychology, and neuroscience 2.Students should be able to apply Freudian psychological concepts to the analysis of literary texts, such as exploring the psychological motivations of characters, the role of the unconscious in the narrative, and the impact of the reader's psychological state on the interpretation of the text. 3.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Freudian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism 4.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Jungian psychological criticism 4.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Jungian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism 5.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Lacanian psychological criticism 5.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Lacanian psychological concepts in the analysis of literary texts, and by questioning the usefulness and validity of Lacanian psychological criticism 5.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Lacanian psychological concepts in the analysis of literary texts, and by questioning the usefulness and validity of Lacanian psychological concepts in the analysis of literary texts, and by questioning the usefulness and validity of Lacanian psychological concepts in the analysis of literary texts, and by questioning the usefulness and validity of Lacanian psychological concepts in the analysis of literary texts, and by questioning the usef	1.Students should be able to apply Freudian, Jungian, and Lacanian psychological concepts to analyze literary texts, such as examining the motivations of characters or exploring the role of the reader's psychology in interpretation 2.Students should demonstrate critical thinking skills by evaluating the usefulness and validity of Freudian, Jungian, and Lacanian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism. 3.Students should be able to engage in interdisciplinary analysis by drawing on Freudian, Jungian, and Lacanian psychological concepts to analyze literary texts, and recognize the potential for cross-disciplinary insights.	Criteria: 1.Creativity and Originality 2.Identification of Key Themes and Elements 3.Knowledge and Comprehension 4.Critical Thinking 5.Engagement and participations  Forms of Assessment: Participatory Activities, Project Results Assessment, Porduct Assessment, Practice / Performance, Tests	Offline: Lecturing and Sharing, Discussing and Disseminating Ideas, Q and A for better reflective practice 2 X 50	Liter Psycy Bibl Broc HB I Clau Raw The Histe Liter Critic Volu Carr Univ Onlii Carr Whate Psycy Bibl Mag H. 2 Outs Biog Rod Ams (Lite Biog Rod Ams (Lite Refe Psyc Liter Refe Purk 2000 Gen Polit The War Univ Press Carr	vson. 2008. Cambridge ory of rary cism Ime 8. Inbridge versity Press ine: Inbridge versity Press ine: Inbridge versity Press ine: Inbridge verial: Inder and Indrany Studies Inder and Indrany Studies Inder, and Indrany Studies Inder, and Indrany Ind	3%
	concepts in the						
10	1.Students should develop an understanding of key psychological concepts relevant to literary analysis, such as psychoanalytic theory, cognitive psychology, and neuroscience	1.Students should be able to apply Freudian, Jungian, and Lacanian psychological concepts to analyze literary texts, such as examining the motivations of characters or	Criteria: 1.Creativity and Originality 2.Identification of Key Themes and Elements 3.Knowledge and Comprehension 4.Critical Thinking 5.Engagement and participations	Offline: Lecturing and Sharing, Discussing and Disseminating Ideas, Q and A for better reflective practice 2 X 50	Liter Psyc <b>Bibl</b> Broc HB I Clau Raw The Hists Liter	vson. 2008. Cambridge ory of	3%

- 2.Students should be able to apply Freudian psychological concepts to the analysis of literary texts, such as exploring the psychological motivations of characters, the role of the unconscious in the narrative, and the impact of the reader's psychological state on the interpretation of the text.
- 3.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Freudian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism
- 4.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Jungian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism
- 5.Students should demonstrate their critical thinking skills by evaluating the usefulness and validity of Lacanian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism

- exploring the role of the reader's psychology in
- interpretation 2.Students should demonstrate critica thinking skills by evaluating the usefulness and validity of Freudian Jungian, and Lacanian psychological concepts in the analysis of literary texts, and by questioning the assumptions and biases of psychological criticism.
- criticism.

  3. Students should be able to engage in interdisciplinary analysis by drawing on Freudian, Jungian, and Lacanian psychological concepts to analyze literary texts, and recognize the potential for crossdisciplinary insights.
- 4.Students should develop their writing skills by articulating their ideas and arguments clearly and effectively in written assignments, demonstrating their ability to synthesize psychological and literary analysis
- 5.Students should use evidence from the text to support their analysis, demonstrating their ability to integrate textual evidence with psychological concepts
- 6.Students should participate in class discussions, demonstrating their ability to apply psychological concepts to literary texts and to engage in critical analysis and evaluation.
- 7.Students should demonstrate their understanding of psychological concepts and their ability to apply those concepts to literary analysis.
- 8.Students should recognize the limitations of psychological criticism as a method of literary analysis, including the potential for overgeneralization and the reliance on speculative

6. Writing Quality

#### Forms of Assessment

Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests Volume 8. Cambridge University Press Online: Cambridge

Material:
Psychoanalysis
Bibliography:
Magedera, Ian.
H. 2014.
Outsider
Biographies.
Rodopi:
Amsterdam
(Literary and
Biogrpahy)

Material:
Gender and
Psychology in
Literary Studies
References:
Purkiss, Diane.
2005. Literature,
Gender, and
Politics during
The English
War. Cambridge
University
Press:
Cambridge
(Literary and

Gender)

11	1. Students will be actively participating in class discussions and they will be sharing their interpretations of the text and engaging with other students' perspectives.  2. Students are able to use textual evidence to support their arguments and they will be able to identify specific passages from the text that support their interpretation.  3. Students will be able to analyze the text from multiple perspectives and consider the implications of their interpretations  4. Students who are learning about reader response criticism will be able to use academic language and terminology, and they will be able to identify and use terms such as  5. Students who are seeking reader response criticism will be engaging with diverse perspectives, since they will be considering the ways in which different readers might interpret the same text and will be open to new and different interpretations  6. Students will be able to demonstrate their understanding through written work. They will be able to write essays that	1.Students will be sharing their interpretations of the text and engaging with other students' perspectives. 2.Students will be able to identify specific passages from the text that support their interpretation 3.Students will be analyzing the text from multiple perspectives and considering the implications of their interpretations 4.Students will be able to identify and use terms such as 5.Students will be able to apply the concepts of indeterminacy, implied reader, intentional, and so on 6.Students will be able to apply the concepts of reading strategies offered by Hans Robert Jauss, Stanley Fish, and Wolfgang Iser 7.Students will consider the ways in which different readers might interpret the same text and will be open to new and different interpretations 8.Students will be able to write essays that incorporate reader response criticism and use textual evidence to support their arguments 9.Students will be able to identify how their own experiences and backgrounds influence their interpretation of a	Criteria:  1.Understanding of key concepts 2.Identification of Key Themes and Elements 3.Analysis and interpretation of texts 4.Use of academic language and terminology 5.Engagement with diverse perspectives 6.Writing skills 7.Critical thinking skills 8.Reflection on personal reading experiences Forms of Assessment: Participatory Activities, Project Results Assessment, Portfolio Assessment, Practice / Performance	Offline: Lecturing and Sharing ideas, disseminating some new projects on reader response criticism, Q and A for some reflective response 2 X 50	Critic Refe Brook HB N Claud Raws The C Histo Litera Critic Volum Camm Unive Onlin Camm Wate Reac Write Bibli Mage H. 2C Outs Biogr Rodc Amst (Litera Biogr Rodc Amst (Litera Biogr Rodc Amst (Litera Biogr Rodc Amst (Litera Biogr Auth Auth Auth Auth Auth Auth Linie Unive	der ponse cism ponse cism perence: oks, Peter. Wisbet. Ide sson. 2008. Cambridge ory of ary cism ime 8. obridge eresity Press ne: obridge erely and erly iography: pedera, Ian. 014. sider irraphies. opi: eterdam rary and irraphy) erial:	3%
	engaging with diverse perspectives, since they will be considering the ways in which different readers might interpret the same text and will be open to new and different interpretations 6. Students will be able to demonstrate their understanding through written work. They will be able to write	8.Students will be able to demonstrate their understanding through written work, and they will be able to write essays that incorporate reader response criticism and use textual evidence to support their arguments 9.Students will be able to identify how their own experiences and backgrounds influence their interpretation of a text and will be able to articulate their personal					
	textual evidence to support their arguments 7. Students will be reflecting on their personal reading experiences. They will be able to identify how their own experiences and backgrounds influence their interpretation of a text and will be able to articulate their personal responses to a text	responses to a text.					
12	1.By studying ecocriticism students will gain	1.Students are able to analyze and interpret literature	Criteria: 1.Ability to analyze and interpret	Offline: Lecturing, Sharing and Discussing the	ecolo	criticism and	5%

- a deeper understanding of environmental issues and the ways in which literature reflects and responds to these issues.
- 2.Students will be able to develop critical thinking skills as they analyze and interpret literature through an environmental lens. They will learn to consider the environmental implications of texts and to identify the ways in which literature reflects and responds to environmental issues.
- 3.Students who study ecocriticism will develop a greater appreciation for these interconnections and the ways in which literature reflects and responds to them
- 4. Students will learn to identify how literature can challenge or reinforce dominant cultural narratives about the environment and
- sustainability. 5.Students will be able to apply an environmental perspective to other fields of study or to their personal lives, and they may gain a greater appreciation for the ways in which environmental issues intersect with social justice, politics, and other areas
- 6.Students will be able to develop the ability to articulate environmental concerns and potential solutions, and they will learn to communicate complex environmental issues effectively and to propose innovative solutions to environmental problems
- problems
  7. Students will be able to learn to write persuasive and well-supported essays that analyze and interpret literature through an environmental

- through an environmental lens, identifying environmental themes, motifs, and messages in literary texts.
- 2.Students will be able to demonstrate an understanding of key concepts and terminology in the field, such as "nature writing," "eco-feminism," "anthropocentrism," and "biocentrism."
- 3.Students will have developed strong critical thinking and analytical skills, which they can apply to literary texts and other areas of study. They will be able to identify and analyze the ways in which literature reflects and responds to environmental
- issues 4.Students may apply their knowledge and skills in other fields of study or to their personal lives. They may demonstrate an ability to apply an environmental perspective to areas such as social justice. politics, or urban planning.
- 5.Students will have developed strong communication skills, which they can apply to the communication of environmental issues. They will be able to communicate complex environmental issues effectively and propose innovative solutions to environmental problems
- 6.Students will be able to engage with diverse perspectives and consider the ways in which different cultural and social perspectives shape environmental attitudes and behaviors.
- 7.Students may demonstrate a personal engagement with environmental issues, such as through involvement in environmental activism or community organizing. They may apply their knowledge and skills to real-world environmental problems.

- literature through an environmental lens
- 2.Understanding of key concepts and terminology
- 3. Critical thinking and analytical skills
- 4.Application of environmental perspectives in other fields
- 5.Ability to communicate effectively about environmental issues
- 6.Engagement with diverse perspectives
- 7.Personal engagement with environmental issues

## Forms of Assessment

Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance topics through reading novels, poetry, watching movies, listening to some songs, and having reflective practice on how to understand nature and environments in those works and their positions in the global positions. 2 X 50

Brooks, Peter. HB Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8. Cambridge University Press Online: Cambridge

Material:
Environmental
criticism
Bibliography:
Greaney,
Micheal. 2006.
Contemporary
Fiction and the
Uses of Theory
The Novel from
Structuralism to
Postmodernism.
Palgrave
Macmallian:
London

- 1.After studying postcolonial criticism, students will gain a deeper understanding of the historical and cultural contexts of colonialism and its aftermath They will learn about the ways in which colonialism has shaped literature, culture and society in colonized and postcolonial regions.
- 2.Students will develop critical thinking skills as they analyze and interpret literature through a postcolonial lens. They will learn to consider the political, cultural. and historical implications of texts and to identify the ways in which literature reflects and responds to postcolonial issues
- 3.Students will develop a greater appreciation for the diversity of cultural perspectives and the ways in which literature reflects and responds to them
- 4.Students will gain a deeper understanding of these issues and the ways in which they intersect with colonialism and postcolonialism
- 5.Students will learn to identify how literature can challenge or reinforce dominant cultural narratives about colonialism and postcolonialism
- 6.Students will be able to apply a postcolonial perspective to other fields of study or to their personal lives. They may gain a appreciation for the ways in which postcolonial issues intersect with social justice, politics, and other areas 7.Students will
- justice, politics, and other areas 7. Students will learn to write persuasive and well-supported essays that analyze and interpret literature through a postcolonial lens. They may also learn to write creatively, using

- 1.Able to analyze and interpret literature through a postcolonial lens, identifying
- identifying postcolonial themes, motifs, and messages in literary texts.

  2. Able to demonstrate an understanding of key concepts and
- key concepts and terminology in the field, such as "subaltern," "hybridity," "colonialism," and "decolonization." 3.Able to identify and
- analyze the ways in which literature reflects and responds to postcolonial issues. 4.Able to engage
- 4. Able to engage with diverse perspectives and consider the ways in which different cultural and social perspectives shape postcolonial attitudes and behaviors

  5. Successful
- learners of postcolonial criticism will have a deep understanding of the historical and cultural contexts of colonialism and its aftermath, including an understanding of the global impact of colonialism and the specific experiences of colonized and postcolonial regions.
- 6.Able to communicate complex postcolonial issues effectively and propose innovative solutions to postcolonial problems
- 7.Students may apply their knowledge and skills to real-world postcolonial problems

#### Criteria:

- Critical analysis
   Understanding of key concepts and terminology
- 3.Communication skills
  4.Engagement with
- diverse perspectives
- 5.Understanding of historical and cultural contexts
- 6.Personal engagement with postcolonial issues
- 7.Creativity and originality

## Forms of Assessment

Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests Offline: Lecturing, Sharing and Discussion of the topics on postcolonialism by several different important figures: Said, Bhaba, Fanon, Spivak, Gandhi, and Ahmed. 2 X 50 Material: Postcolonialism Bibliography: Brooks, Peter. HB Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8. Cambridge University Press Online: Cambridge

Material:
Colonialism and
Postcolonialism
Bibliography:
Greaney,
Micheal. 2006.
Contemporary
Fiction and the
Uses of Theory
The Novel from
Structuralism to
Postmodernism.
Palgrave
Macmallian:
London

_	_	_	
literature as a			
means of			
exploring and			
challenging			
dominant cultural			
narratives.			

14	1.After studying	1.Students should be	Criteria:	Offline:	Material: Magic	3%
	magic realism,	able to	1.Demonstration of	Lecturing,	realism	
	students will be	demonstrate their	knowledge and	Sharing and	Reader:	
	able to identify	knowledge and	understanding	Discussion,	Brooks, Peter.	
	and explain the	understanding of	2.Analysis and	Watching	HB Nisbet.	
	characteristics of	the characteristics	interpretation of	movies/films, Q and A for	Claude Rawson. 2008.	
	this literary genre,	of magic realism,	texts	better reflective	The Cambridge	
	such as the	the historical and	3.Critical thinking	practice	History of	
	blending of	cultural context of	and analytical	2 X 50	Literary	
	fantastical	the genre, and the	skills		Criticism	
	elements with the	themes and	4.Written and oral		Volume 8.	
	mundane, the	messages	communication		Cambridge	
	use of magical	conveyed through	skills		University Press	
	events to explore	its use.	5.Engagement with diverse		Online: Cambridge	
	real-world issues,	2.Students should be			Cambriage	
	and the	able to analyze and	perspectives 6.Creative writing		Material:	
	representation of multiple	interpret magic realist texts,	skills		Deconstructing	
	perspectives and	identifying the ways	7.Appreciation of		ideology	
	realities	in which magical	literature		References:	
	2.Students will be	elements are used	8.Integration of		Zima, Petter, V.	
	able to analyze	to explore real-	interdisciplinary		2002.	
	and interpret	world issues and	knowledge		Deconstruction	
	magical realist	themes			and Critical	
	texts, identifying	3.Students should	Forms of Assessment		Theory.	
	the themes,	demonstrate strong	1		Continuum:	
	motifs, and	critical thinking and	Participatory Activities,		London (Literary and Modernity)	
	messages	analytical skills,	Project Results Assessment / Product			
	conveyed	which they can	Assessment, Portfolio		Material:	
	through the use	apply to the study	Assessment, Practice /		Magical realism	
	of magical	of literary texts and	Performance, Tests		and its	
	realism	other areas of	,		characteristics	
	3.Students will	study			Reference:	
	have developed	4.Students should be			Greaney,	
	strong critical	able to			Micheal. 2006.	
	thinking and	communicate their			Contemporary Fiction and the	
	analytical skills,	ideas and insights			Uses of Theory	
	which they can	effectively through			The Novel from	
	apply to literary texts and other	written			Structuralism to	
	areas of study.	assignments, oral presentations, and			Postmodernism.	
	They will be able	class discussions			Palgrave	
	to identify and	5.Students should			Macmallian:	
	analyze the ways	demonstrate an			London	
	in which magical	ability to engage				
	realism is used to	with diverse				
	explore complex	perspectives and				
	issues and	consider the ways				
	themes	in which different				
	4.Students will	cultural and social				
	have an	perspectives shape				
	understanding of	the use of magical				
	the cultural and	realism in literature				
	historical contexts	<ol><li>Students should be</li></ol>				
	in which this	able to develop				
	literary genre	their own creative				
	emerged,	writing skills,				
	including its roots	experimenting with				
	in Latin American literature	the use of magical realism in their own				
	5.Students will be	writing				
	able to develop	7.Students should				
	their own creative	develop an				
	writing skills,	appreciation for the				
	experimenting	power of literature				
	with the use of	to explore complex				
	magical realism	themes and issues				
	in their own	in a unique and				
	writing	engaging way				
	6.Students will be	8.Students should be				
	able to engage	able to integrate				
	with diverse	their knowledge of				
	perspectives and	magic realism with				
	consider the	other disciplines, such as art, film,				
	ways in which different cultural	and cultural studies				
	and social	and cultural Studies				
	perspectives					
	shape the use of					
	magical realism					
	in literature					
	7.Students will					
	understand the					
	interdisciplinary					
	nature of this					
	literary genre,					
	including its					
	connections to					
	art, film, and					
	other forms of					
	storytelling					
1			<del> </del>			
15	1 After attended to the	1 Chudanta al	Criteria:	Offline:	Material:	50%
15	1.After studying	1.Students should be	Criteria:	Offline: Lecturing.	Material: Literary and	5%
15	1.After studying gay and lesbian	1.Students should be able to	Criteria: 1.Demonstration of	Offline: Lecturing, Sharing and	Material: Literary and Gender Studies	5%

- criticism, students should be able to demonstrate an understanding of key concepts and terminology used in gay and lesbian criticism, including terms related to gender and sexuality.After studying gay and lesbian criticism
- 2.Students should be able to analyze and interpret queer literature, identifying the ways in which it challenges dominant cultural norms and narratives.
- 3. Students should be able to critique heteronormativity examining how it shapes cultural values, social structures, and interpersonal relationships.
- 4. Students should understand the historical and cultural context in which gay and lesbian criticism emerged, including the political and social movements that have shaped the discourse
- 5.Students should engage with intersectionality, examining how queer identities intersect with other aspects of identity, such as race, class, and religion
- 6.Students should develop empathy and perspective-taking skills, cultivating an understanding of the experiences of LGBTQ individuals and communities
- 7.Students should develop critical thinking and writing skills, which they can apply to the study of queer literature and other areas of study
- 8. Students should be aware of the ethical and social issues related to LGBTQ rights, including discrimination, violence, and the struggle for equal representation and treatment in
- society
  9.Students should
  be able to
  integrate their
  knowledge of gay
  and lesbian

- demonstrate their knowledge and understanding of the key concepts and terminology used in gay and lesbian criticism, as well as the historical and cultural context in
- which it emerged 2. Students should be able to analyze and interpret literary texts using gay and lesbian criticism, identifying the ways in which queer themes and identities are represented and how they challenge dominant cultural narratives
- 3.Students should demonstrate strong critical thinking and analytical skills, which they can apply to the study of literary texts and other areas of study
- 4.Students should be able to communicate their ideas and insights effectively through written assignments, oral presentations, and
- class discussions
  5.Students should
  develop empathy
  and perspectivetaking skills,
  cultivating an
  understanding of
  the experiences of
  LGBTO individuals
- and communities
  6. Students should demonstrate an ability to engage with diverse perspectives and consider the ways in which different cultural and social perspectives shape the representation of queer identities in literature
- 7.Students should be aware of the ethical and social issues related to LGBTQ rights, including discrimination, violence, and the struggle for equal representation and treatment in society
- 8.Students should be able to integrate their knowledge of gay and lesbian criticism with other disciplines, such as psychology, sociology, and cultural studies
- 9.Students should reflect on their own beliefs and biases related to gender and sexuality, recognizing how they may impact their interactions with others and their understanding of the world

- knowledge and understanding
- 2.Analysis and interpretation of texts
- 3.Critical thinking and analytical skills
- 4.Written and oral communication skills
- 5.Empathy and perspective-taking
   6.Engagement with diverse perspectives
- Awareness of ethical and social issues
- 8.Integration of interdisciplinary knowledge
- 9.Reflection on personal beliefs and biases

## Forms of Assessment

Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests Discussion, Watching movies and listening to some songs which have some issues on LGBT; Q and A for better reflective practice 2 X 50 Bibliography:
Brooks, Peter.
HB Nisbet.
Claude
Rawson. 2008.
The Cambridge
History of
Literary
Criticism
Volume 8.
Cambridge
University Press
Online:
Cambridge

Material: Gay and Lesbian Criticism Bibliography: Purkiss, Diane. 2005. Literature, Gender, and Politics during The English War. Cambridge University Press: Cambridge (Literary and Gender)

16	criticism with other disciplines, such as psychology, sociology, and cultural studies 10. Students should reflect on their own beliefs and biases related to gender and sexuality, recognizing how they may impact their interactions with others and their understanding of Stuffentowill be able to write an article using one of the chosen literary theories and to apply it onto any kind of works of literature	1.Students should be able to demonstrate their understanding and application of the theory they have chosen, including the key concepts, terminology, and methods used in that theory.  2.Students should be able to analyze and interpret literary texts using the chosen theory, demonstrating their ability to identify the ways in which the theory helps to illuminate the text	Criteria: 1.Understanding and application of theory 2.Analysis and interpretation of texts 3.Critical thinking and analysis 4.Effective writing 5.Originality and creativity 6.Engagement with diverse perspectives 7.Awareness of ethical and social issues 8.Integration of interdisciplinary knowledge	Online: Take home exam, writing an article using certain perspectives studied during the meeting sessions 2 x 50	Material: All topics Bibliography: Brooks, Peter. HB Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8. Cambridge University Press Online: Cambridge Material: All topics in this session of using the source References: Magedera, lan.	30%
		and organize their writing effectively, to use appropriate evidence and examples to support their arguments, and to communicate their ideas clearly and persuasively.  5. Students should be able to perform their originality and creativity,			Cambridge (Literary and Gender)  Material: All topics References: Zima, Petter, V. 2002. Deconstruction and Critical Theory. Continuum: London (Literary and Modernity)	
		encouraging them to apply the theory in new and innovative ways, or to consider how the theory might be extended or adapted in light of new developments or contexts.  6. Students should be able to demonstrate their ability to engage			Material: All topics Bibliography: Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism. Palgrave Macmallian: London	
		with diverse perspectives and consider the ways in which different cultural and social perspectives shape			Material: All topics Bibliography: Morales, Helena. 2007. Classical	

1 1	the continuing of	1	1	Mythology A	<b> </b>
	the application of			Very Short	
	the theory to			Introduction.	
	literary texts.			Oxford	
	7.Students should be			University	
	able to			Press: New	
	demonstrate their			York.	
	awareness of the			TOTAL	
	ethical and social			Material: All	
	issues related to			topics	
	the application of			Bibliography:	
	the theory,			Gallop, Jane.	
	including issues of			2011. The	
	representation,			Deaths of the	
	power, and identity.			Author Reading	
	8.Students should be			and Writing in	
	able to			Time. Duke	
	demonstrate their			University	
	ability to integrate			Press: Durham.	
	their knowledge of				
	the theory with			Material: All	
	other disciplines,			topics	
	such as			Bibliography:	
	psychology,			Schram, Dick.	
				Gerard Steen.	
	sociology, and			2001. The	
	cultural studies,			Psychology and	
	demonstrating the			Sociology of	
	ways in which			Literature. John	
	interdisciplinary			Benjamins	
	approaches can			Publishing	
	enrich our			Company:	
	understanding of			Amsterdam	
	literature.				
	9.Students should be				
	able to reflect their				
	ability to reflect on				
	their own beliefs				
	and biases,				
	recognizing how				
	they may impact				
	their interpretation				
	and application of				
	the theory to				
	literary texts.				

**Evaluation Percentage Recap: Case Study** 

Evaluation i crocintage recoupt case stady					
No	Evaluation	Percentage			
1.	Participatory Activities	17.85%			
2.	Project Results Assessment / Product Assessment	17.85%			
3.	Portfolio Assessment	34.85%			
4.	Practice / Performance	16.6%			
5.	Test	12.85%			
		100%			

## 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.
- 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 subtopics.
- 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%.
   TM=Face to face, PT=Structured assignments, BM=Independent study.