			Document Code
	Universitas Negeri Surabaya **Faculty of Languages and Arts** **English Literature Undergraduate Study Program**		

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Intrinsic Approaches to Literature	7920202273	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	September 1, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-5	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement
	PLO-7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.
	PLO-9	Be able to understand and apply basic research methods in language/literature, including research design, data analysis, and interpretation.
	Program Objectives (PO)	
	PO - 1	Being able to interpret literary works in various genres by using literary and cultural theories with response to extrinsic elements of literature
	PO - 2	Being able to apply theories of culture to analyze and respond to sociocultural phenomena within works of literature in a culturally responsive way
	PO - 3	Being able to apply basic research methods in literary and cultural analysis to respond to issues in literary works from different ge
	PO - 4	Being able to make use of English in an understandable and critical way to share the ideas of the literary and cultural studies both oral and written to disseminate their ideas in classroom discussion/interaction
	PO - 5	Being able to demonstrate the independent thinking in expressing the thoughts of literary and cultural phenomena to engage in classroom discussion/interaction intellectually

PLO-PO Matrix

P.O	PLO-5	PLO-7	PLO-9
PO-1	✔		
PO-2			✔
PO-3			✔
PO-4		✔	
PO-5	✔		

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																

Short Course Description	An intrinsic approach to literature is focused on exploring a work of internal elements, such as characters, themes, and symbols. The case method involves using a specific literary work as a case study to explore and understand the intrinsic elements. This approach allows for a deep and detailed examination of the work, leading to a better understanding of its meaning and significance. The subject covers some topics of new criticism, structuralism, semiotics, myth and motifs in literature, and deconstruction.

References	**Main :**

1. Achebe, Chinua. 1945. Things Fall Apart. London: CUP
2. Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich
3. Barry, Peter. 1995. Beginning Theory. Manchester: MUP
4. Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge
5. Fokkema, D.W & Kunne-Ibsch, Elrud. 1977. Theories of Literature in the Twentieth Century. London: C Hurst and Company
6. Knickerbocker & Reninger. 1964. Interpreting Literature. New York: Harcourt Brace Jovanovich
7. Morrison, Toni. 1994. The Bluest Eye. New York: A Plume Book
8. Tyson, Louis. 2006. Critical Theory Today: A User Friendly Gude (Second Edition). New York: Routledge

Supporters:	

Supporting lecturer	Dr. Ali Mustofa, S.S., M.Pd. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. Ephrilia Noor Fitriana, S.Hum., M.Hum.

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	In the end of the session, the students are able to: determine the concept of intrinsic approaches to literature identify some theoretical frameworks included in intrinsic approaches to literature distinguish one concept after another in making more sense of literary analysis while analyzing the works of literature using the frameworks understudy write better argument in the frame	1.The session is successful when the students are showing the following abilities: determining the concept of intrinsic approaches to literature 2.identifying some theoretical frameworks included in intrinsic approaches to literature 3.distinguishing one concept after another in making more sense of literary analysis	**Criteria:** written and oral **Forms of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests	The strategies used in the session are: lecturing sharing and discussion Q and A 2 X 50		**Material:** intrinsic **Bibliography:** *Achebe, Chinua. 1945. Things Fall Apart. London: CUP*	2%
2	In the end of the session, the students are able to: determine the concept of intrinsic approaches to literature identify some theoretical frameworks included in intrinsic approaches to literature distinguish one concept after another in making more sense of literary analysis	1.The session is successful when the students are able to : determine the concept of intrinsic approaches to literature 2.identify some theoretical frameworks included in intrinsic approaches to literature 3.distinguish one concept after another in making more sense of literary analysis	**Criteria:** written and oral **Forms of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests	The strategies used in the session are: Lecturing Sharing and Discussion Presentation Q and A 2 X 50		**Material:** unit1 **References:** *Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich*	5%
3	In the end of the session, the students are able to : Determine the notion of Reader Response Criticism Identify the elements of Determine their attitude about the text Explain whether the students agree or disagree with the author of the text Identify the text's purpose; and criticize the text.	1.The session is successful if the students are able to : Determine the notion of Reader Response Criticism 2.Identify the elements of 3.Determine their attitude about the text 4.Explain whether the students agree or disagree with the author of the text 5.Identify the text's purpose; and 6.criticize the text.	**Criteria:** written and oral **Forms of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment	The strategies used in the session are: Lecturing Sharing and Discussion Presentation Q and A 2 X 50		**Material:** unit **Bibliography:** *Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge*	5%

4	In the end of the session, the students are able to :Determine the notion of Reader Response CriticismIdentify the elements ofDetermine their attitude about the textExplain whether the students agree or disagree with the author of the textIdentify the text's purpose; and criticize the text.	1.The session is successful if the students are able to :Determine the notion of Reader Response Criticism 2.Identify the elements of 3.Determine their attitude about the text 4.Explain whether the students agree or disagree with the author of the text 5.Identify the text's purpose; and 6.criticize the text.	**Criteria:** written and oral **Form of Assessment** : Participatory Activities	The strategies used in the session are: Lecturing Presentation Sharing and Discussion Q and A 2 X 50		**Material:** unit **Bibliography:** *Fokkema, DW & Kunne-Ibsch, Elrud. 1977. Theories of Literature in the Twentieth Century. London: C Hurst and Company*	5%
5	In the end of the session, the students are able to: Identify the notion of semiotics and literary criticism Determine the nature of semiotics in literary criticism Determine the components of linguistic elements in literary criticism Write a critical analysis on literary analysis using semiotics	1.The session is successful if the students are able to: Identify the notion of semiotics and literary criticism 2.Determine the nature of semiotics in literary criticism 3.Determine the components of linguistic elements in literary criticism 4.Write a critical analysis on literary analysis using semiotics	**Criteria:** written and oral **Form of Assessment** : Participatory Activities	The strategies used in the session are: Lecturing Sharing and discussion Presentation Q and A 2 X 50		**Material: Library** units : *Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich*	5%
6	At the end of the session, the students are able to: determine the notion of narrative structure based on Tzvetan Todorov's ideas identify the elements of narrative structure based on Tzvetan Todorov's ideas determine the notion of narrative structure in doing literary analysis write a critical analysis of narrative structure based on Tzvetan Todorov's ideas	1.The session is successful if the students are able to: determine the notion of narrative structure based on Tzvetan Todorov's ideas 2.identify the elements of narrative structure based on Tzvetan Todorov's ideas 3.determine the notion of narrative structure in doing literary analysis 4.write a critical analysis of narrative structure based on Tzvetan Todorov's ideas	**Criteria:** written and oral **Form of Assessment** : Participatory Activities	The strategies used in the session are: Lecturing Sharing and Discussion Presentation Q and A 2 X 50		**Material:** units **Reader:** *Barry, Peter. 1995. Beginning Theory. Manchester: MUP*	5%
7	At the end of the session, the students are able to: determine the narrative structure which includes some characters identification according to Vladimir Propps identify the character types based on Vladimir Propps theory analyze the narrative structure in the story which includes several types of characters based on Propps ideas write a critical analysis on a certain story by applying Propps ideas	1.The session is successful if the students are able to: determine the narrative structure which includes some character identification according to Vladimir Propp 2.identify the character types based on Vladimir Propps theory 3.analyze the narrative structure in the story which includes several types of characters based on Propps ideas 4.write a critical analysis on a certain story by applying Propps ideas	**Criteria:** written and oral **Form of Assessment** : Participatory Activities	The strategies used in the session are: Lecturing Sharing and discussion Presentation Q and A 2 X 50		**Material:** units **Bibliography:** *Achebe, Chinua. 1945. Things Fall Apart. London: CUP*	5%

8	1. Being able to identify and interpret the themes, characters, settings, and language of literary works 2. Being able to evaluate the effectiveness of literary techniques used in the texts 3. Being able to work collaboratively in groups to analyze and interpret literary works through case-based or project-based activities 4. Being able to reflect on their own learning and growth as readers and literary analysts through reflective activities and discussions	To be able to identify signs, signifiers, and signified	**Criteria:** written and oral **Form of Assessment** : Participatory Activities	Students work in groups of 3 and identify how different signs, signifiers, and signified. Students should write essays that analyze specific texts using Saussurean Structuralism and to provide evidence from the text to support their arguments.		**Material:** Signifier **Reader:** *Barnett, Berman, Burto. 1998. Introduction to Literature: Poetry, Prose and Drama. New York: Harcourt Brace Jovanovich*	5%
9	1. Being able to identify and interpret the themes, characters, settings, and language of literary works 2. Being able to evaluate the effectiveness of literary techniques used in the texts 3. Being able to understand the historical and cultural contexts of literary works.	narrative functions that occur in all folktales. To be able to identify the narrative functions in a folktale, such as the villain, the hero, the donor, and the helper. To be able to analyze the structure of folktales using Propp's model, which includes elements such as the departure, the initiation, and the return. To be able to apply Propp's Morphology of Folktale to literary analysis, by analyzing how the structure of a literary text contributes to its meaning. To be able to engage in critical thinking by questioning the assumptions and values that underlie Propp's Morphology of Folktales and by exploring alternative ways of understanding and interpreting folktales.	**Criteria:** written **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	2] Critical Review on some journals/articles and related works of literature, [3] Doing classroom discussion, proposing students some arguments over any issue in works of literature and cultural phenomena to provide some hypothetical analysis and to propose some inferences over the problems being discussed by using feminist literary criticism		**Material:** Vladiamir Propp's **Bibliography:** *Achebe, Chinua. 1945. Things Fall Apart. London: CUP*	20%

| 10 | 1. Being able to identify and interpret the themes, characters, settings, and language of literary works
2. Being able to evaluate the effectiveness of literary techniques used in the texts
3. Being able to understand the historical and cultural contexts of literary works. | written and oral | **Criteria:**
written and oral

Form of Assessment : Participatory Activities | TO be able to understand instability: This stage follows the disruption of the equilibrium and is characterized by instability, chaos, and confusion..
To be able to recognize of the disruption: At this stage, the characters recognize that there is a disruption of the equilibrium and they begin to take action to restore order.
To be able to quest for a new equilibrium: This stage involves the characters' efforts to restore order and find a new equilibrium.. | | **Material:** Equilibrium
Bibliography: *Barry, Peter. 1995. Beginning Theory. Manchester: MUP* | 10% |
| 11 | 1. Being able to identify and interpret the themes, characters, settings, and language of literary works
2. Being able to evaluate the effectiveness of literary techniques used in the texts
3. Being able to understand the historical and cultural contexts of literary works. | written and oral | **Criteria:**
written and oral

Form of Assessment : Participatory Activities | TO be able to understand instability: This stage follows the disruption of the equilibrium and is characterized by instability, chaos, and confusion..
To be able to recognize of the disruption: At this stage, the characters recognize that there is a disruption of the equilibrium and they begin to take action to restore order.
To be able to quest for a new equilibrium: This stage involves the characters' efforts to restore order and find a new equilibrium.. | | **Material:** Equilibrium
Bibliography: *Barry, Peter. 1995. Beginning Theory. Manchester: MUP* | 5% |

| 12 | 1. Being able to identify and interpret the themes, characters, settings, and language of literary works
2. Being able to evaluate the effectiveness of literary techniques used in the texts
3. Being able to understand the historical and cultural contexts of literary works. | 1. used in the texts LLO 4 Being able to understand the historical and cultural contexts of literary works. Supernatural Aid: The hero receives guidance, support, or a special ability from a mentor or supernatural force.
2. The Crossing of the Threshold: The hero enters a new, unfamiliar world or situation, leaving behind their old life.
3. Trials and Tribulations: The hero faces a series of challenges and tests, often including battles, obstacles, or temptations.
4. The Ultimate Boon: The hero achieves their goal, often through a significant accomplishment or realization.
5. The Return: The hero returns to their old life, sharing the knowledge and wisdom gained on their journey. | **Criteria:**
written test

Forms of Assessment :

Participatory Activities, Project Results Assessment / Product Assessment | [1] Individual Reading Assignment,
[2] Students read a specific literary text individually.
[3] Students analyze stories from various cultures and time periods to identify the archetypal patterns that are present in them.
[4] Students will compare and contrast different versions of the hero's journey in different cultures and time periods.
2x50 | | **Material:** Joseph Campbell's Hero's Journey
Bibliography: *Barry, Peter. 1995. Beginning Theory. Manchester: MUP* | 5% |
| 13 | 1. Being able to understand the historical and cultural contexts of literary works.
2. Being able to identify and interpret the themes, characters, settings, and language of literary works | 1. Chronotope: The representation of time and space in a text, which can significantly impact the meaning and interpretation of the work
2. Carnivalization: The use of humor, parody, and satire to challenge established power structures and social norms.
3. Unfinalizability: The openness and indeterminacy of meaning in a text, as it is constantly subject to reinterpretation and recontextualization. | **Criteria:**
written and oral

Form of Assessment : Participatory Activities, Practice/Performance | n [1] Individual Reading Assignment,
[2] Students read and analyze texts from various genres, such as novels, essays, and dialogues, to identify the different voices and perspectives that are present in them.
[3] Students analyze how different voices and perspectives are expressed and how they shape cultural understanding and social interaction.
[4] After that, students will reflect on their own experiences of language, culture, and social interaction and how they relate to the principles of dialogism | | **Material:** Mikhail Bakhtin's Dialogism
Bibliography: *Barry, Peter. 1995. Beginning Theory. Manchester: MUP* | 5% |

#	Competencies	Key Concepts	Criteria & Forms of Assessment	Activities	Activities	Material	%
14	1.Being able to identify and interpret the themes, characters, settings, and language of literary works 2.Being able to evaluate the effectiveness of literary techniques used in the texts 3.Being able to understand the historical and cultural contexts of literary works	TO be able to understand some key concepts: Intertextual References: A text that contains references or allusions to other texts, authors, or cultural works.	**Criteria:** Criteria: Spoken Form: Observation **Forms of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	[1] Students choose a text or media that you find interesting and that has clear references to other texts or media. It can be a literary work, a film, a TV show, a song, or any other media that you feel has intertextual references. [2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media. [3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements: 2 X 50	[1] Students choose a text or media that you find interesting and that has clear references to other texts or media. It can be a literary work, a film, a TV show, a song, or any other media that you feel has intertextual references. [2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media. [3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements: 2 X 50	**Material:** Intertextuality **Bibliography:** *Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge*	5%
15	1.Being able to identify and interpret the themes, characters, settings, and language of literary works 2.Being able to evaluate the effectiveness of literary techniques used in the texts 3.Being able to understand the historical and cultural contexts of literary works	1.To be able to understand the key concepts: Binary Oppositions: Identifying and challenging binary oppositions, such as good/evil, male/female, or nature/culture, that are used to construct meaning. 2.Logocentrism: Critiquing the privilege of logos, or the idea that meaning can be fixed through language or logic.	**Criteria:** Spoken & Written **Forms of Assessment**: Participatory Activities, Portfolio Assessment, Practice / Performance	2 X 50	[2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media. [3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements: 2 X 50	**Material:** Deconstruction **Literature:** *Achebe, Chinua. 1945. Things Fall Apart. London: CUP*	5%
16	1.Being able to identify and interpret the themes, characters, settings, and language of literary works 2.Being able to evaluate the effectiveness of literary techniques used in the texts 3.Being able to understand the historical and cultural contexts of literary works	1.To be able to understand the key concepts: Binary Oppositions: Identifying and challenging binary oppositions, such as good/evil, male/female, or nature/culture, that are used to construct meaning. 2.Logocentrism: Critiquing the privilege of logos, or the idea that meaning can be fixed through language or logic.	**Criteria:** Spoken & Written **Forms of Assessment**: Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	[2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media. [3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements: 2 X 50	[2] Identify the intertextual references in the text or media you have chosen. Use Kristeva's theory of intertextuality to analyze the ways in which the text references and recontextualizes other texts or media. [3] Write a 3-5 page essay that explains your analysis of the intertextual references in your chosen text or media. Be sure to include the following elements: 2 X 50	**Material:** Deconstruction **Literature:** *Achebe, Chinua. 1945. Things Fall Apart. London: CUP*	7%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	63.92%
2.	Project Results Assessment / Product Assessment	19.75%
3.	Portfolio Assessment	4.67%
4.	Practice / Performance	8.92%
5.	Test	1.75%
		99.01%

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.