



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																			
Appreciation & Criticism Process	7920203168		T=3 P=0 ECTS=4.77	4	September 1, 2023																																																																			
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																				
	Dr. Ali Mustofa, S.S, M.Pd		Ephrilia Noor Fitriana, S.Hum., M.Hum	Dr. Ali Mustofa, S.S., M.Pd.																																																																				
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-6	Being able to create sound academic or non-academic works for various audiences and purposes																																																																						
	Program Objectives (PO)																																																																							
	PO - 1	Being able to appreciate key elements of prose works through literary elements.																																																																						
	PO - 2	Being able to reflect on students' cultural identity upon analyzing fiction.																																																																						
	PLO-PO Matrix																																																																							
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-6</td> <td colspan="3"></td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> <td colspan="3"></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td colspan="3"></td> </tr> </table>					P.O	PLO-5	PLO-6				PO-1						PO-2																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																								
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
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PO-2																																																																								
Short Course Description	The course examines classical and contemporary literary works and appreciates them for the students account for appreciating the prose fiction works. The course also examines the characteristics of good and bad process works, as well as investigating those works in terms of their periods, authors, milieu, historical, cultural background and many other related issues in response to making more critical and applicable projects/works of appreciation and criticism process.																																																																							
References	Main :																																																																							
	<ol style="list-style-type: none"> 1. Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge 2. Tyson, Louis. 2006. Critical Theory Today: A User Friendly Gude (Second Edition). New York: Routledge 3. Barry, Peter. 2002. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester and New York: Manchester University Press. 4. Selden, Raman. Widdowson, Peter, and Brooker, Peter. 2005. A Reader's Guide to Contemporary. Literary Theory. 5th ed. New York: Pearson Longman. 5. Bennett, Andrew and Nicholas Royle. 2016. An Introduction to Literature, Criticism and Theory (3rd Edition). London: Routledge. 																																																																							
	Supporters:																																																																							
	1. Literary Works																																																																							
Supporting lecturer	Dr. Ali Mustofa, S.S., 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	Being able to identify some key elements of the writing process.	Identify critically 3 out of 4 given key concepts in the process of writing on short stories	Criteria: Written Form of Assessment : Participatory Activities	Lecturing, discussion, sharing and discussing the problematic issues, Q and A. 2 X 50		Material: Material related to key elements: 1.Theme 2.Setting 3.Plot 4. Point of View Literature: <i>Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge</i>	3%
2	Being able to identify some key elements of the writing process.	Identify critically 5 out of 7 given key concepts in the process of writing on short stories.	Criteria: Written Form of Assessment : Participatory Activities	Lecturing, discussion, presentation, sharing, Q and A. 2 X 50		Material: Material related to key elements: 5. Character and Characterization 6. Symbols 7. Atmosphere Reader: <i>Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge</i>	3%
3	Being able to reflect on their own experiences and perspectives to the themes and ideas presented in the literary works they are studying.	Detailed reflections on key concepts in process writing.	Criteria: Written Form of Assessment : Participatory Activities	Lecturing, discussion, sharing and discussing the problematic issues, Q and A. 2 X 50		Material: Elements of process writing. Reference: <i>Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge</i>	3%
4	Become able to critically analyze various genres and forms of fiction using key elements of prose writing.	Properly incorporate 7 key elements of process into a novella.	Criteria: Written Form of Assessment : Participatory Activities	Lecturing, discussion, sharing and discussing the problematic issues, Q and A. 2 X 50		Material: Elements of process writing. Reference: <i>Tyson, Louis. 2006. Critical Theory Today: A User Friendly Guide (Second Edition). New York: Routledge</i>	3%
5	Being able to deliver effective oral presentations for different audiences and purposes related to certain fiction using appropriate English.	Critically discuss in groups issues on key elements of process writing using correct grammar.	Criteria: Orally Form of Assessment : Participatory Activities	Lecturing, discussion, sharing and discussing the problematic issues, Q and A. 2 X 50		Material: Elements of prose writing Reader: <i>Tyson, Louis. 2006. Critical Theory Today: A User Friendly Guide (Second Edition). New York: Routledge</i>	3%

6	Become able to develop critical thinking skills by analyzing a range of process texts from different historical periods and cultural contexts.	Using data in a novel that connects the writings to historical eras critically.	Criteria: Written Form of Assessment : Participatory Activities	Lecturing, discussion, sharing and discussing the problematic issues, Q and A. 2 X 50		Material: Historical aspects related to the fiction. Reference: Barry, Peter. 2002. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . Manchester and New York: Manchester University Press. Material: Pick one of the literary works to be analyzed. Bibliography: <i>Literary Works</i>	3%
7	Become able to develop critical thinking skills by analyzing a range of process texts from different historical periods and cultural contexts.	Using data in a novel that connects the writings to cultural context critically.	Criteria: Written Form of Assessment : Participatory Activities	2 X 50		Material: Cultural background pertaining to the fiction Reader: Barry, Peter. 2002. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i> . Manchester and New York: Manchester University Press. Material: Pick one of the literary works to be analyzed. Bibliography: <i>Literary Works</i>	3%
8	Being able to reflect on their own experiences and perspectives to the themes and ideas presented in the literary works they are studying.	Detailed reflections on their own viewpoints and experiences in relation to the topics and ideas in fiction.	Criteria: Written Form of Assessment : Participatory Activities	Lecturing, discussion, sharing and discussing the problematic issues, Q and A. 2 X 50		Material: The influence of historical and cultural aspects on fiction. Bibliography: Bennett, Andrew and Nicholas Royle. 2016. <i>An Introduction to Literature, Criticism and Theory (3rd Edition)</i> . London: Routledge. Material: Pick one of the literary works to be analyzed. Bibliography: <i>Literary Works</i>	3%

9	Being able to produce a highly critical thinking essay that can relate history and culture to fiction using correct grammar.	Compose an original academic article on the relationship between culture and fiction.	Criteria: Written Form of Assessment : Participatory Activities, Tests	Lecturing, discussion, sharing and discussing the problematic issues, Q and A. 2 X 50		Material: The influence of historical and cultural aspects on fiction. References: <i>Selden, Raman. Widdowson, Peter, and Brooker, Peter. 2005. A Reader's Guide to Contemporary Literary Theory. 5th ed. New York: Pearson Longman.</i> <hr/> Material: Pick one of the literary works to be analyzed. Bibliography: <i>Literary Works</i>	20%
10	Being able to analyze contemporary issues through cultural and historical context in fiction.	Critically discuss in groups on contemporary issues through cultural context in novel.	Criteria: Oral and written Form of Assessment : Participatory Activities	Lecturing, discussion, sharing and discussing the problematic issues, Q and A. 2 X 50		Material: Relationship between the cultural content of fiction and everyday issues. Bibliography: <i>Bennett, Andrew and Nicholas Royle. 2016. An Introduction to Literature, Criticism and Theory (3rd Edition). London: Routledge.</i> <hr/> Material: Pick one of the literary works to be analyzed. Bibliography: <i>Literary Works</i>	3%
11	Being able to connect cultural and historical context to contemporary issues.	Critically discuss in groups on contemporary issues through historical context in novel.	Criteria: Oral and written Form of Assessment : Participatory Activities	Lecturing, discussion, sharing and discussing the problematic issues, Q and A. 2 X 50		Material: Relationship between historical content of fiction and everyday issues. Bibliography: <i>Bennett, Andrew and Nicholas Royle. 2016. An Introduction to Literature, Criticism and Theory (3rd Edition). London: Routledge.</i> <hr/> Material: Pick one of the literary works to be analyzed. Bibliography: <i>Literary Works</i>	3%

12	Being able to deliver effective oral presentations for different audiences and purposes related to certain fiction.	Conduct creative poster exhibition in groups on cultural and historical context to contemporary issues using appropriate English.	Criteria: Oral and written Form of Assessment : Participatory Activities	Lecturing, discussion, sharing and discussing the problematic issues, Q and A. 2 X 50		Material: Relationship between the cultural and historical content of fiction and everyday issues Reader: <i>Tyson, Louis. 2006. Critical Theory Today: A User Friendly Guide (Second Edition). New York: Routledge</i> Material: Pick one of the literary works to be analyzed. Bibliography: <i>Literary Works</i>	10%
13	Being able to compare process texts from different historical periods.	Complete a worksheet on the comparison of novels from different historical periods.	Criteria: Written Form of Assessment : Participatory Activities	Lecturing, discussion, sharing and discussing the problematic issues, Q and A. 2 X 50		Material: The connection between culture and historical aspects to fiction. Reference: <i>Barry, Peter. 2002. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester and New York: Manchester University Press.</i> Material: Pick one of the literary works to be analyzed. Bibliography: <i>Literary Works</i>	3%
14	Being able to deliver effective oral presentations for different audiences and purposes related to certain fiction.	Critically discuss in groups on the comparison of novels from different historical periods using correct English grammar.	Criteria: Oral and written. Form of Assessment : Participatory Activities	Lecturing, discussion, sharing and discussing the problematic issues, Q and A. 2 X 50		Material: The connection between culture and historical aspects to fiction. Reference: <i>Bertens, Hans. 2001. Literary Theory: The Basics. London: Routledge</i> Material: Pick one of the literary works to be analyzed. Bibliography: <i>Literary Works</i>	3%

15	Become able to develop research skills by conducting on a literary topic of their choice in groups.	Analyze some novels provided from various genres using the interdisciplinary concept by constructing student's own interpretations.	Criteria: Written Form of Assessment : Participatory Activities	Lecturing, discussion, sharing and discussing the problematic issues, Q and A. 2 X 50		Material: The connection between culture and historical aspects to fiction. References: <i>Selden, Raman. Widdowson, Peter, and Brooker, Peter. 2005. A Reader's Guide to Contemporary Literary Theory. 5th ed. New York: Pearson Longman.</i> Material: Pick one of the literary works to be analyzed. Bibliography: <i>Literary Works</i>	3%
16	1. Being able to produce a highly critical thinking essay that can relate history and culture to fiction using correct grammar. 2. Being able to reflect on their own experiences and perspectives to the themes and ideas presented in the literary works they are studying.	1. Compose an original academic article on the relationship of history and culture to fiction in appropriate English. 2. Detailed reflections on their own viewpoints and experiences in relation to the topics and ideas in fiction.	Criteria: Written. Form of Assessment : Test	Lecturing, discussion, sharing and discussing the problematic issues, Q and A. 2 X 50		Material: The connection between culture and historical aspects to fiction Reader: <i>Barry, Peter. 2002. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester and New York: Manchester University Press.</i> Material: Pick one of the literary works to be analyzed. Bibliography: <i>Literary Works</i>	31%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	59%
2.	Test	41%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.

10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.