



**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
Research Methodology in Literature	7920203302	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	4	July 16, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Pratiwi Retnaningdyah, Ph.D		Pratiwi Retnaningdyah, Ph.D			Dr. Ali Mustofa, S.S., M.Pd.	

<b>Learning model</b>	<b>Case Studies</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																																									
	<b>PLO-5</b>	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																																																																								
	<b>PLO-9</b>	Be able to comprehend and apply basic research methods in language/literature, including research design, data analysis, and interpretation.																																																																																																																								
	<b>PLO-11</b>	Be able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication																																																																																																																								
	<b>Program Objectives (PO)</b>																																																																																																																									
	<b>PO - 1</b>	Being able to discuss how different approaches to literature may result in different interpretations of the same text.																																																																																																																								
	<b>PO - 2</b>	Being able to map possible research methods in analyzing particular works of literature and culture.																																																																																																																								
	<b>PO - 3</b>	Being able to design a research method section for an undergraduate thesis in literature.																																																																																																																								
	<b>PO - 4</b>	Being able to communicate arguments, both orally and in writing, effectively.																																																																																																																								
	<b>PO - 5</b>	Being able to justify their viewpoint without judging different opinions.																																																																																																																								
	<b>PLO-PO Matrix</b>																																																																																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-9</th> <th>PLO-11</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td></tr> </tbody> </table>	P.O	PLO-5	PLO-9	PLO-11	PO-1				PO-2				PO-3				PO-4				PO-5																																																																																																			
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																																										
	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <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> <tr><td>PO-3</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-4</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-5</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> </tbody> </table>	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																			
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<b>Short Course Description</b>	This course equips students with the knowledge, skills, and attitudes necessary for conducting effective literary research. Through an exploration of four key approaches to literature—text-, context-, reader-, and author-oriented—students will develop a nuanced understanding of literary analysis. Project-based assessments will enable students to apply these methodologies in practice, fostering critical thinking and research proficiency, thus providing with a strong foundation for developing undergraduate theses.
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<b>References</b>	<b>Main :</b>
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1. Klarer, Mario. 2004. An Introduction to Literary Studies . London: Routledge.
2. Tyson, Lois. 2006. Critical Theory Today: A User-Friendly Guide. London: Routledge.
3. Tyson, Lois. 2011. Using Critical Theory: How to read and write about literature London: Routledge.

**Supporters:**

1. Journal articles on literary analysis
2. Selected literary works

**Supporting lecturer**  
 Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D.  
 Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum.  
 Uci Ely Kholidah, S.S., M.A.  
 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	Describe the different types of research designs used in literary research.	being able to describe the different types of research designs used in literary research.	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Clarity: Is the research question clearly stated and specific?</li> <li>2.Relevance: Are the research objectives aligned with the research question?</li> <li>3.Method Selection: Are the chosen research methods suitable for addressing the research question?</li> <li>4.Depth: Has the student conducted a comprehensive literature review relevant to the research topic?</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	lecture and discussion group discussion 3 X 50		<p><b>Material:</b> literature journal articles</p> <p><b>Library:</b> <i>Journal articles on literary analysis</i></p>	5%
2	<ol style="list-style-type: none"> <li>1.Explain the importance of research questions in guiding research projects.</li> <li>2.Write a reflective note critically analyzing learning experiences and development as a researcher.</li> </ol>	<ol style="list-style-type: none"> <li>1.being able to explain the importance of research questions in guiding research projects.</li> <li>2.being able to write a reflective note critically analyzing learning experiences and development as a researcher.</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Clarity: Is the research question clearly stated and specific?</li> <li>2.Relevance: Are the research objectives aligned with the research question?</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Students practice identifying research questions in journal articles. 3 X 50		<p><b>Material:</b> journal articles</p> <p><b>Library:</b> <i>Journal articles on literary analysis</i></p>	4%
3	What is the New Criticism? What is Structuralism: Greimas & Propp?	understand about New Criticism and Structuralism	<p><b>Criteria:</b> Content Understanding</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	lecture and discussion group discussion 3 X 50		<p><b>Material:</b> New Criticism and Structuralism</p> <p><b>Reference:</b> <i>Klarer, Mario. 2004. An Introduction to Literary Studies. London: Routledge.</i></p>	3%

4	What is the New Criticism? What is Structuralism: Greimas & Propp?	understand about New Criticism and Structuralism	<b>Criteria:</b> Content Understanding  <b>Form of Assessment :</b> Participatory Activities	lecture and discussion group discussion 3 X 50		<b>Material:</b> New Criticism and Structuralism <b>Reference:</b> <i>Klarer, Mario. 2004. An Introduction to Literary Studies. London: Routledge.</i>	5%
5	What is Feminism? What is Post-colonialism: Bhabha- How to apply a theory? Ex: Analyzing Fitzgerald's The Great Gatsby Analyzing the characters structurally, the New Critics' elements, the characters' psychologically	Understanding Feminism, Post-colonialism: Bhabha- and How to apply a theory	<b>Criteria:</b> content understanding  <b>Form of Assessment :</b> Participatory Activities	lecture and discussion group discussion 3 X 50		<b>Material:</b> introduction to literary studies <b>Reader:</b> <i>Klarer, Mario. 2004. An Introduction to Literary Studies. London: Routledge.</i>	5%
6	What is Feminism? What is Post-colonialism: Bhabha- How to apply a theory? Ex: Analyzing Fitzgerald's The Great Gatsby Analyzing the characters structurally, the New Critics' elements, the characters' psychologically	Understanding Feminism, Post-colonialism: Bhabha- and How to apply a theory	<b>Criteria:</b> content understanding  <b>Form of Assessment :</b> Participatory Activities	lecture and discussion group discussion 3 X 50		<b>Material:</b> introduction to literary studies <b>Reader:</b> <i>Klarer, Mario. 2004. An Introduction to Literary Studies. London: Routledge.</i>	4%
7	.How to apply a theory?Analyzing the Class Social, the women's problem(s), the problem of identity Ex: Analyzing Buya Hamka's The Sinking of Van der Wijck's Ship	understanding of How to apply a theory, Analyzing the Social Class, the women's problem(s), the problem of identity	<b>Criteria:</b> content understanding  <b>Form of Assessment :</b> Participatory Activities	lecture and discussion group discussion 3 X 50		<b>Material:</b> understanding of How to apply a theory, <b>Reference:</b> <i>Tyson, Lois. 2006. Critical Theory Today: A User-Friendly Guide. London: Routledge.</i>  <b>Material:</b> understanding of How to apply a theory, <b>Reference:</b> <i>Tyson, Lois. 2011. Using Critical Theory: How to read and write about literature London: Routledge.</i>	4%

8	How to apply a theory? Analyzing the Class Social, the women's problem(s), the problem of identity Ex: Analyzing Buya Hamka's The Sinking of Van der Wijck's Ship	understanding of How to apply a theory, Analyzing the Social Class, the women's problem(s), the problem of identity	<b>Criteria:</b> content understanding  <b>Form of Assessment :</b> Participatory Activities	lecture and discussion group discussion 3 X 50		<b>Material:</b> understanding of How to apply a theory, <b>Reference:</b> <i>Tyson, Lois. 2006. Critical Theory Today: A User-Friendly Guide. London: Routledge.</i>  <b>Material:</b> understanding of How to apply a theory, <b>Reference:</b> <i>Tyson, Lois. 2011. Using Critical Theory: How to read and write about literature London: Routledge.</i>	4%
9	Being able to use technology for literary analysis	understand how to use some media using technology in analyzing literature	<b>Criteria:</b> content understanding  <b>Form of Assessment :</b> Participatory Activities	group discussion lecturer 3 X 50		<b>Material:</b> methodology <b>Bibliography:</b> <i>Journal articles on literary analysis</i>	4%
10	Being able to use technology for literary analysis	understand how to use some media using technology in analyzing literature	<b>Criteria:</b> content understanding and practice  <b>Form of Assessment :</b> Participatory Activities	group discussion lecturer 3 X 50		<b>Material:</b> methodology <b>Bibliography:</b> <i>Journal articles on literary analysis</i>	6%
11	being able to understand how to use evidence from literary texts to support arguments and conclusions	understand how to use evidence from literary texts to support arguments and conclusions	<b>Criteria:</b> content and practice  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	lecture group discussion 3x50		<b>Material:</b> articles <b>Bibliography:</b> <i>Journal articles on literary analysis</i>	5%
12	being able to understand how to use evidence from literary texts to support arguments and conclusions	understand how to use evidence from literary texts to support arguments and conclusions	<b>Criteria:</b> content and practice  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Practicum 3x50		<b>Material:</b> articles <b>Bibliography:</b> <i>Journal articles on literary analysis</i>	10%
13	Being able to write a reflective note critically analyzing learning experience and development as a researcher	understand and able to show up a reflective note critically analyzing learning experience and development as a researcher	<b>Criteria:</b> content  <b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance	lecture discussion		<b>Material:</b> critical analyzing <b>Bibliography:</b> <i>Tyson, Lois. 2006. Critical Theory Today: A User-Friendly Guide. London: Routledge.</i>  <b>Material:</b> short story <b>Bibliography:</b> <i>Selected literary works</i>	5%
14	being able to use appropriate language, grammar, and mechanics in writing a research paper about literature	understand how to use appropriate language, grammar, and mechanics in writing a research paper about literature	<b>Criteria:</b> content production  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	lecture discussion		<b>Material:</b> articles <b>Bibliography:</b> <i>Journal articles on literary analysis</i>	6%

15	being able to use appropriate language, grammar, and mechanics in writing a research paper about literature	understand how to use appropriate language, grammar, and mechanics in writing a research paper about literature	<b>Criteria:</b> content production  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	lecture discussion 3x50		<b>Material:</b> articles <b>Bibliography:</b> <i>Journal articles on literary analysis</i>	10%
16	being able to identify ethical issues without judging different opinions	understand and show up their product of identifying ethical issues without judging different opinions	<b>Criteria:</b> content analysis and product  <b>Forms of Assessment :</b> Participatory Activities, Practical Assessment, Practical / Performance	lecture group discussion 3x50		<b>Material:</b> article <b>Library:</b> <i>Journal articles on literary analysis</i>	20%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	67.84%
2.	Practical Assessment	8.34%
3.	Practice / Performance	23.84%
		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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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.