	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
Theatre		7920202215		T=2	P=0	ECTS=3.18	7	July 18, 2024
AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator		
		....		....		Dr. Ali Mustofa, S.S., M.Pd.		

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

		P.O	

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course guides students to the principles and practices of theater and performance on stage. It includes the critical analysis and reading of plays to identify the vital elements of a play so that students can apply the elements into their process of performing the script. At the end of the course, students are expected to produce a recorded performance on stage. This course will be conducted through several methods such as discussion, presentation and lecture.

References	**Main :**	

1. (1) Clausen, Mathew. Centre Stage: Creating, Performing, and Interpreting Drama. Victoria: Heinemann, 2000.
2. (2) Dancyger, Ken, Rush, Jeff. Alternative Scriptwriting: Successfully Breaking the Rules. Manhattan: Elsevier, 2007.
3. (3) Portnoy, Kenneth. Screen Adaptation: A Scriptwriting Handbook. Manhattan: Reed Elsevier, 1998.
4. (4) Tourelle, Louise, McNamara, Marygai. A Practical Approach to Drama: Performance. Victoria, 1998.

	Supporters:	

Supporting lecturer	Hujuala Rika Ayu, S.S., M.A.

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)

No							
1	students are able to understand the elements of theatre	students can explain the elements of theatre		2 X 50			0%
2	Students are able to understand improvisation in theatre	Students can improvise certain parts given to them		2 X 50			0%
3	Students are able to understand improvisation in theatre	Students can improvise certain parts given to them		2 X 50			0%
4	Students are able to understand the importance of body language in theatre	1. students can understand body gestures 2. students can apply body gestures		2 X 50			0%
5	Students are able to understand the importance of body language in theatre	1. students can understand body gestures 2. students can apply body gestures		2 X 50			0%
6	students are able to understand the roles of personnel in theatre	students can explain the roles of personnel in theatre		2 X 50			0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.

3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.