

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

Document Code

## SEMESTER LEARNING PLAN

ourses			CODE		Course Family		Crec	lit We	ight	SEMESTER	Compilation Date		
neory Of Liter	rature		7920203218				T=3	P=0	ECTS=4.77	5	November 15, 2023		
JTHORIZATI	ON		SP Develope	r		Course	Clust	ter Co	ordinator	Study Program	Coordinator		
			Dr. Ali Mustof	a, S.S, M.Pd		Ephrilia M.Hum	Noor	Fitriar	na, S.Hum.,	Dr. Ali Mustofa	, S.S., M.Pd.		
earning odel	Case Studies												
ogram earning	PLO study pro	gram th	at is charged	to the course									
utcomes LO)	PLO-5				nd independent thir ellectual engageme		inality	, imag	ination, exper	imentation, proble	m solving, or		
	PLO-6	Being a	able to create s	ound academic o	r non-academic woi	ks for var	ious a	udien	ces and purpo	oses			
	PLO-9	Be able interpre		and apply basic	research methods i	n languag	e/litera	ature,	including rese	earch design, data	analysis, and		
	Program Object	tives (F	PO)										
	PO - 1	Develo	p an understan	ding of the relatio	nship between litera	ture and	its soc	io-his	torical context				
	PO - 2	Identify	the ways in wh	iich historical eve	nts, cultural movem	ents, and	social	cond	itions shape li	terary texts and th	eir reception.		
	PO - 3	Analyze	e how literary w	orks reflect and e	engage with their res	pective c	ultural	and h	nistorical conte	exts.			
	PO - 4	Evaluat	te how literary v	vorks can be use	d as tools for cultura	l critique	and re	esistar	nce.				
	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	Develo	Develop an awareness of the ways in which literary works are shaped by and help shape their cultural and historical moments.										
	PO - 8	Develo	evelop skills in critical thinking, close reading, and effective communication in written and oral forms.										
	PLO-PO Matrix	ix											
			P.0	PLO-5	PLO-6	PLO-	a	1					
			PO-1	F LO-J	F 20-0	FLU-	5	-					
			_					-					
			PO-2					-					
			PO-3 PO-4					-					
			PO-4					-					
								-					
			PO-6					-					
			PO-7					-					
			PO-8					]					
	PO Matrix at th	e end o	f each learnir	ng stage (Sub-F	20)								
					-								

			P.O									Wee	k					
				1	2	3	4	5	6	7	8	9	10	11	12	13	14 2	15 16
			PO-1															
			PO-2															
			PO-3															
			PO-4															
			PO-5															
			PO-6															
			PO-7															
			PO-8															
		Online: C 2. Mageder 3. Purkiss, Gender) 4. Zima, Pe 5. Greaney,	Peter. H.B. Nisbet. C Cambridge a, Ian. H. 2014. Out Diane. 2005. Litera tter, V. 2002. Decor Micheal. 2006. Co an: London	tsider E iture, C	Biogra Gende ion ar	phies r,and d Criti	. Rodo Politic cal Th	opi: An s duri	nsterd ng Thi Contir	am (Li e Engl nuum:	terary lish W Londo	and B ar . C n (Lite	iogrpal ambrid erary ar	ny) ge Univ nd Mode	ersity ernity)	Press:	Cambridg	e (Literary
		<ol> <li>Morales,</li> <li>Gallop, J</li> </ol>	Helena. 2007. Clas ane. 2011. The Dea Dick. Gerard Steen	aths of	The A	uthor	Readi	ng and	l Writi	ng in T	ime . I	Duke	Univers	sity Pres	s: Durl	ham.	mpany: Aı	nsterdam
		Supporters:																
Support lecturer		Prof. Dra. Pratiwi	Retnaningdyah, M.	Hum.,	M.A.,	Ph.D.												
Week-	each	abilities of learning stage		Evalu	uation	I				:	Lear Stude	ning ı nt As	arning methoo signme ted tim	ds, ents,		ma	arning terials	Assessm Weight (
		learning stage	Indicator	Evalu	1	Criteri	ia & F	orm		Offlin	Lear Stude [E: ne (	ning I nt Ass stimat	methoo signme red tim	ds, ents,	;)	ma		

1     1.Suddens withe differentiate and extinsic approaches of approaches of extinsic approaches in which extinsic approaches sub as ab as sub as ab sub
better understand literary texts.

2	1.Students are able	1.Students should be	Criteria:	Offline:		Material:	3%
			1.Knowledge and	Lecturing,		Literary and	0,0
	to define	able to identify		Sharing and		Biography	
	biographical	relevant	comprehension	Discussion of		Bibliography:	
	criticism and	biographical	2.Analysis and				
	understand its	information about	applications	the topics		Magedera, Ian.	
	key features,	the author and use	3.Critical thinking	covered in the		H. 2014.	
	such as the	it to support their	4.Communication	session, Q and		Outsider	
	emphasis on the	analysis of the	and sharing	A for better		Biographies.	
			•	reflective		Rodopi:	
	author's life and	literary work	competences	practice		Amsterdam	
	experiences, the	2.Students should be	<ol><li>Engagement and</li></ol>	2 X 50		(Literary and	
	relationship	able to explain the	participation			Biogrpahy)	
	between the	ways in which the					
	author's life and	author's life	Forms of Assessment			Material:	
	their literary	experiences,	:				
	works, and the	beliefs, and values	Participatory Activities,			Biographical	
	· ·		Project Results			criticism	
	importance of	are reflected in	Assessment / Product			Bibliography:	
	understanding	their literary work	Assessment, Practices			Brooks, Peter.	
	the social,	<ol><li>Students should be</li></ol>	/ Performance			HB Nisbet.	
	cultural, and	able to integrate	, i chomanoc			Claude	
	historical contexts	biographical				Rawson. 2008.	
	in which the	analysis with other				The Cambridge	
	author lived					History of	
		literary				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					
	beliefs, and	well-supported				Online:	
	values are	interpretation of the				Cambridge	
	reflected in their						
		literary work.					
	literary works	4.Students should					
	<ol><li>Students are able</li></ol>	engage in critical					
1	to identify	thinking about the					
1	biographical	strengths and					
	elements in the	limitations of					
1	text, such as	biographical					
1		• 1					
	autobiographical	approach as a					
	references,	literary analysis					
	allusions to	tool		1			
	historical events,	5.Students should be					
	or thematic	able to					
1	concerns that	communicate their					
	reflect the	analysis of the					
	author's	literary work and					
	experiences	their understanding					
	<ol><li>Students are able</li></ol>	of the biographical					
	to use	approach					
	biographical	effectively in					
	criticism as a tool	written					
	for analyzing and	assignments					
	interpreting	<ol><li>6.Students should be</li></ol>					
	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					
1	literary analysis	support their					
1	approach	analysis and					
	6.Students are able	interpretation of the					
1	to consider	text					
1		ICAL					
	questions such						
1	as whether						
	biographical						
	information is						
1	always relevant						
	or useful for						
	interpreting a						
1	text, and whether						
	an author's						
1	intentions or						
	beliefs should be						
	privileged over						
1	the meaning that						
	readers derive						
	from the text						
1							
	7.Students are able						
	to summarize and						
1	explain key						
	concepts and						
	terms, as well as						
1	use biographical						
	criticism to						
	support their						
	interpretations of						
	literary texts in						
1	written						
	assignments						
1			1	1			

3	1.Students are able	1.Students should be	Criteria:	Offline:		Material:	3%
_	to define	able to identify	1.Knowledge and	Lecturing,		Literary and	0,0
	biographical	relevant	comprehension	Sharing and		Biography	
	criticism and	biographical	2.Analysis and	Discussion of		Bibliography:	
	understand its	information about	applications	the topics		Magedera, Ian.	
	key features,	the author and use	3.Critical thinking	covered in the		Н. 2014.	
	such as the	it to support their	4.Communication	session, Q and		Outsider	
	emphasis on the	analysis of the	and sharing	A for better		Biographies.	
	author's life and	literary work	competences	reflective		Rodopi:	
	experiences, the	2.Students should be	5.Engagement and	practice 2 X 50		Amsterdam (Literary and	
	relationship	able to explain the	participation	2 \ 50		Biogrpahy)	
	between the	ways in which the				ыодграну)	
	author's life and	author's life	Forms of Assessment			Material:	
	their literary	experiences,				Biographical	
	works, and the	beliefs, and values	Participatory Activities, Project Results			criticism	
	importance of	are reflected in	Assessment / Product			Bibliography:	
	understanding	their literary work	Assessment, Practices			Brooks, Peter.	
	the social,	<ol><li>Students should be</li></ol>	/ Performance			HB Nisbet.	
	cultural, and	able to integrate				Claude	
	historical contexts	biographical				Rawson. 2008. The Cambridge	
	in which the	analysis with other				History of	
	author lived	literary				Literary	
	2.Students are able to analyze the	approaches, such as formalism or				Criticism	
	ways in which an	historical criticism,				Volume 8.	
	author's life	in order to produce				Cambridge	
	experiences,	a nuanced and				University Press	
	beliefs. and	well-supported				Online:	
	values are	interpretation of the				Cambridge	
	reflected in their	literary work.				Material:	
	literary works	4.Students should				Biographical	
	3.Students are able	engage in critical				criticism	
	to identify	thinking about the				Bibliography:	
	biographical	strengths and				Brooks, Peter.	
	elements in the	limitations of				HB Nisbet.	
	text, such as	biographical				Claude	
	autobiographical	approach as a				Rawson. 2008.	
	references,	literary analysis				The Cambridge	
	allusions to	tool				History of Literary	
	historical events,	5.Students should be				Criticism	
	or thematic	able to				Volume 8.	
	concerns that	communicate their				Cambridge	
	reflect the	analysis of the				University Press	
	author's experiences	literary work and their understanding				Online:	
	4.Students are able	of the biographical				Cambridge	
	to use	approach					
	biographical	effectively in				Material:	
	criticism as a tool	written				Literature and author's	
	for analyzing and	assignments				biography	
	interpreting	6.Students should be				Bibliography:	
	literary texts	able to apply their				Magedera, Ian.	
	5.Students are able	understanding of				H. 2014.	
	to engage in	biographical				Outsider	
	critical thinking	criticism to other				Biographies.	
	about the	literary works,				Rodopi:	
	strengths and	demonstrating their				Amsterdam (Literary and	
	limitations of	ability to use				Biogrpahy)	
	biographical	biographical				Diogrpany)	
	criticism as a	information to					
	literary analysis approach	support their analysis and					
	6.Students are able	interpretation of the					
	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 key						
	concepts and						
	terms, as well as						
	use biographical						
	criticism to						
	support their						
	interpretations of						
	literary texts in						
	written						
	assignments						

4	1.Students should	1.Students should be	Criteria:	Offline: Lecturing,		Material: Historical	3
	gain an	able to understand the historical	1.Knowledge and comprehension	Sharing and		criticism	
	understanding of the historical and	context of the	2.Analysis and	Discussion of		Bibliography:	
	cultural contexts	literary work,	applications	the topics		Greaney,	
	in which literary	including the social,	3.Critical thinking	covered during		Micheal. 2006.	
	works were	political, and	4.Communication	the session,		Contemporary	
	produced,	cultural events that	and sharing	explaining the		iction and the	
	including political,	influenced its	competencies	examples, Q		Jses of Theory	
	social, and	production and	5.Engagement and	and A for better reflective		The Novel from Structuralism to	
	economic factors	reception	participation	practice		Postmodernism.	
	that influence the	2.Students should be		2 X 50		Palgrave	
	production and	familiar with	Forms of Assessment	- / 00		Macmallian:	
	reception of	historical sources	:			ondon	
	literature	and archives,	Participatory Activities,		-		
	2.Students should	including primary	Project Results			Material:	
	be able to	sources such as	Assessment / Product			iterary and	
	analyze literary	letters, diaries, and	Assessment, Portfolio Assessment, Practice /		r	nemory	
	works in relation	other documents	Performance, Tests		E	Bibliography:	
	to their historical	that provide insight	r chomanoc, rests			Purkiss, Diane.	
	contexts,	into the historical				2005. Literature,	
	recognizing how	context of the				Gender, and	
	the events,	literary work				Politics during	
	values, and	3.Students should be				The English	
	beliefs of a	able to use				Nar. Cambridge	
	particular time	historical evidence				Jniversity Press:	
	period are	to support their				Cambridge	
	reflected in the	analysis of the				Literary and	
	text	literary work,				Gender)	
	3.Students should	including					
	be familiar with	demonstrating how				Material:	
	the methods and	historical events				Historical	
	strategies	and ideas influence				criticism	
	employed by new	the themes,				Bibliography:	
	historicist	characters, and			(	Greaney,	
	scholars,	other aspects of				Micheal. 2006.	
	including	the work				Contemporary	
	attention to	<ol><li>Students should</li></ol>				Fiction and the	
	historical and	develop critical				Jses of Theory	
	cultural contexts,	thinking skills by				The Novel from Structuralism to	
	power relations,	analyzing how				Postmodernism.	
	and social norms	historical context				Posimodernism. Palgrave	
	4.Students should	shapes literary				Macmallian:	
	develop critical	works, and by				ondon	
	thinking skills by	questioning the					
	analyzing how	assumptions and					
	cultural and	biases of historical					
	historical contexts	_ narratives.					
	shape literary	5.Students should be					
	works, and by	able to engage in					
	questioning the	interdisciplinary					
	assumptions and	analysis, drawing					
	biases of	on historical,					
	historical	sociological, and					
	narratives	other perspectives					
	5.Students should	to analyze literary					
	be able to engage	texts					
	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						
				1			
						I	
	landscape today.						

5	1.Students should	1.Students should be	Criteria:	Offline:		Material:
	gain an	able to understand	1.Knowledge and	Lecturing,		Historical
	understanding of	the historical	comprehension	Sharing and		criticism Bibliography
	the historical and	context of the	2.Analysis and	Discussion of the topics		Bibliography:
	cultural contexts	literary work,	applications	covered during		Greaney, Micheal. 2006.
	in which literary	including the social,	3.Critical thinking	the session,		Contemporary
	works were	political, and	4.Communication	explaining the		Fiction and the
	produced,	cultural events that	and sharing	examples, Q		Uses of Theory
	including political,	influenced its	competencies	and A for		The Novel from
	social, and	production and	5.Engagement and	better reflective		Structuralism to
	economic factors	reception	participation	practice		Postmodernism.
	that influence the	2.Students should be	Forms of Assessment	2 X 50		Palgrave
	production and	familiar with	·			Macmallian:
	reception of	historical sources	Participatory Activities,			London
	literature 2.Students should	and archives,	Project Results			Material:
	be able to	including primary sources such as	Assessment / Product			Literary and
	analyze literary	letters, diaries, and	Assessment, Portfolio			memory
	works in relation	other documents	Assessment, Practice /			Bibliography:
	to their historical	that provide insight	Performance, Tests			Purkiss, Diane.
	contexts,	into the historical				2005. Literature,
	recognizing how	context of the				Gender, and
	the events,	literary work				Politics during
	values, and	3.Students should be				The English
	beliefs of a	able to use				War. Cambridge
	particular time	historical evidence				University Press:
	period are	to support their				Cambridge
	reflected in the	analysis of the				(Literary and
	text	literary work,				Gender)
	3.Students should	including				
	be familiar with	demonstrating how				Material:
	the methods and	historical events				Historical
	strategies	and ideas influence				criticism
	employed by new	the themes,				Bibliography:
	historicist	characters, and				Greaney, Michael 2006
	scholars,	other aspects of				Micheal. 2006.
	including	the work				Contemporary Fiction and the
	attention to	4.Students should				Uses of Theory
	historical and	develop critical				The Novel from
	cultural contexts,	thinking skills by				Structuralism to
	power relations,	analyzing how				Postmodernism.
	and social norms 4.Students should	historical context shapes literary				Palgrave
	develop critical	works, and by				Macmallian:
	thinking skills by	questioning the				London
	analyzing how	assumptions and				
	cultural and	biases of historical				
	historical contexts	narratives.				
	shape literary	5.Students should be				
	works, and by	able to engage in				
	questioning the	interdisciplinary				
	assumptions and	analysis, drawing				
	biases of	on historical,				
	historical	sociological, and				
	narratives	other perspectives				
	5.Students should	to analyze literary				
	be able to engage	texts				
	in interdisciplinary	<ol><li>6.Students should</li></ol>				
	analysis, drawing	develop their				
	on historical,	writing skills by				
	anthropological,	articulating their				
	and other cultural	ideas and				
	studies	arguments clearly				
	perspectives to	and effectively in				
	analyze literary texts	written				
	6.Students should	assignments, demonstrating their				
	develop their	ability to synthesize				
	writing skills by	historical and				
	articulating their	literary analysis.				
	ideas and	7.Students should be				
	arguments clearly	able to evaluate				
	and effectively in	the strengths and				
	written	limitations of				
	assignments,	historical criticism				
	demonstrating	as a method of				
	their ability to	literary analysis,				
	synthesize	including				
	historical and	considering the				
	literary analysis	challenges of				
	7.Students should	interpreting				
	be able to	historical evidence				
	connect historical	and recognizing				
	contexts to	the potential biases				
	contemporary	of historical				
	issues,	narratives				
	recognizing how	8.Students should be				
	past events and	able to apply their				
	ideologies	understanding of				
	continue to shape	historical criticism				
	our cultural and	to other literary				
	political	works,				
	landscape today.	demonstrating their				
		ability to use				
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		historical evidence to support their analysis and interpretation of the				
6	<ol> <li>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.</li> <li>Students are able to analyze how gender and sexuality are represented in literary works, and how these represented in literary works, and how these representations reflect or challenge dominant cultural values and norms</li> <li>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</li> <li>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</li> </ol>	<ol> <li>Lexowledge and comprehension</li> <li>Analysis and applications</li> <li>Critical thinking</li> <li>Communication &amp; sharing competencies</li> <li>Engagement and participation</li> </ol>	Criteria: 3 Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Partice / 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.Students should	1.Students should be	Criteria:	Offline:		Material:	5%
-	develop critical	able to engage in	1.Knowledge and	Lecturing and		Gender and	570
		interdisciplinary	comprehension	Sharing,		Literature	
	thinking skills by		2.Analysis and	Discussion and		References:	
	analyzing how	analysis, drawing		disseminating		Purkiss, Diane.	
	gender and	on feminist theory,	applications	critical thinking		2005. Literature.	
	sexuality shape	queer theory, and	3.Critical thinking	skills, Q and A		Gender. and	
	literary works,	other perspectives	4.Communication	for better		Politics during	
	and by	to analyze literary	and sharing	reflective		The English	
	questioning the	texts	comprehension	practice		War. Cambridge	
	assumptions and	2.Students should	<ol><li>Engagement and</li></ol>	2 X 50		University	
	biases of	demonstrate their	participation			Press:	
	gendered	writing skills by				Cambridge	
	narratives.	articulating their	Forms of Assessment			(Literary and	
	2.Students should	ideas and	:			Gender)	
	be able to engage	arguments clearly	Participatory Activities,				
	in interdisciplinary	and effectively in	Project Results			Material:	
	analysis, drawing	written	Assessment / Product			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	
	perspectives to	gender and literary				issues in literary	
	analyze literary	analysis.				works	
	texts.	3.Students should be				Reader:	
	3.Students should	able to connect				Brooks, Peter.	
						HB Nisbet.	
	develop their	representations of				Claude	
	writing skills by	gender and				Rawson. 2008.	
	articulating their	sexuality in				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:	
	synthesize	<ol><li>Students should be</li></ol>				Cambridge	
	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	6.Students should be					
	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					
	gender	works and					
	perspectives,	recognizing the					
	recognizing the	potential biases of					
	different ways in	gendered					
	which scholars	narratives.					
	approach these	nunduves.					
	topics and the						
	importance of						
	considering						
	multiple						
	viewpoints						
II			1		1	1	

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

9	1.Students should	1.Students should be	Criteria:	Offline: Lecturing and	Material: Literary and	39
	develop an understanding of	able to apply Freudian, Jungian,	1.Creativity and Originality	Sharing,	Psychology	
	key psychological	and Lacanian	2.Identification of	Discussing and	Bibliography:	
	concepts relevant	psychological	Key Themes and	Disseminating	Brooks, Peter.	
	to literary	concepts to	Elements	Ideas, Q and A for better	HB Nisbet. Claude	
	analysis, such as	analyze literary	3.Knowledge and	reflective	Rawson. 2008.	
	psychoanalytic	texts, such as	Comprehension 4.Critical Thinking	practice	The Cambridge	
	theory, cognitive psychology, and	examining the motivations of	5.Engagement and	2 X 50	History of	
	neuroscience	characters or	participations		Literary Criticism	
	2.Students should	exploring the role			Volume 8.	
	be able to apply	of the reader's	Forms of Assessment		Cambridge	
	Freudian	psychology in	: Participatory Activities,		University Press	
	psychological	interpretation	Project Results		Online: Cambridge	
	concepts to the analysis of	2.Students should demonstrate critical	Assessment / Product		Cambridge	
	literary texts,	thinking skills by	Assessment, Portfolio		Material:	
	such as exploring	evaluating the	Assessment, Practice / Performance, Tests		Psychoanalysis	
	the psychological	usefulness and			Bibliography:	
	motivations of	validity of Freudian,			Magedera, Ian. H. 2014.	
	characters, the	Jungian, and			Outsider	
	role of the unconscious in	Lacanian psychological			Biographies.	
	the narrative, and	concepts in the			Rodopi:	
	the impact of the	analysis of literary			Amsterdam (Literary and	
	reader's	texts, and by			(Literary and Biogrpahy)	
	psychological	questioning the			ыодгрануу	
	state on the	assumptions and			Material:	
	interpretation of	biases of			Gender and	
	the text. 3.Students should	psychological criticism.			Psychology in	
	demonstrate their	3.Students should be			Literary Studies References:	
	critical thinking	able to engage in			Purkiss, Diane.	
	skills by	interdisciplinary			2005. Literature,	
	evaluating the	analysis by drawing			Gender, and	
	usefulness and	on Freudian,			Politics during The English	
	validity of Freudian	Jungian, and Lacanian			War. Cambridge	
	psychological	psychological			University	
	concepts in the	concepts to			Press:	
	analysis of	analyze literary			Cambridge (Literary and	
	literary texts, and	texts, and			Gender)	
	by questioning	recognize the			,	
	the assumptions and biases of	potential for cross- disciplinary				
	psychological	insights.				
	criticism	5				
	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					
	CHUCIOITI					
10	1.Students should	1.Students should be	Criteria:	Offline:	 Material:	39
	develop an	able to apply	1.Creativity and	Lecturing and	Literary and	
	understanding of	Freudian, Jungian,	Originality	Sharing,	Psychology Bibliography	
	key psychological	and Lacanian	2.Identification of	Discussing and Disseminating	Bibliography: Brooks, Peter.	
	concepts relevant	psychological	Key Themes and	Ideas, Q and A	HB Nisbet.	
	to literary	concepts to	Elements 3.Knowledge and	for better	Claude	
	analysis, such as psychoanalytic	analyze literary texts, such as	Comprehension	reflective	Rawson. 2008.	
	theory, cognitive	examining the	4.Critical Thinking	practice 2 X 50	The Cambridge History of	
	psychology, and	motivations of	5.Engagement and	2 / 30	Literary	
	neuroscience	characters or	participations 6.Writing Quality		Criticism	
	2.Students should	exploring the role			Volume 8.	

be able to apply	of the reader's			Cambridge	
Freudian	psychology in	Forms of Assessment		University Press	
psychological	interpretation	: Deutieinet-m: A 11 11		Online:	
concepts to the	2.Students should	Participatory Activities, Project Results		Cambridge	
analysis of	demonstrate critical	Assessment / Product		Matorial	
literary texts,	thinking skills by	Assessment, Portfolio		Material: Psvchoanalvsis	
such as exploring	evaluating the	Assessment, Practice /		Bibliography:	
the psychological	usefulness and	Performance, Tests		Magedera, Ian.	
motivations of	validity of Freudian,	· · · · · , · · · ·		Н. 2014.	
characters, the	Jungian, and			Outsider	
role of the	Lacanian			Biographies.	
unconscious in	psychological			Rodopi:	
the narrative, and	concepts in the			Amsterdam	
the impact of the	analysis of literary			(Literary and	
reader's	texts, and by			Biogrpahy)	
psychological	questioning the				
state on the	assumptions and			Material:	
interpretation of	biases of			Gender and	
the text.	psychological			Psychology in	
3.Students should	criticism.			Literary Studies	
demonstrate their	<ol><li>Students should be</li></ol>			References:	
critical thinking	able to engage in			Purkiss, Diane.	
skills by	interdisciplinary			2005. Literature,	
evaluating the	analysis by drawing			Gender, and	
usefulness and	on Freudian,			Politics during The English	
validity of	Jungian, and			War. Cambridge	
Freudian	Lacanian			University	
psychological	psychological			Press:	
concepts in the	concepts to			Cambridge	
analysis of	analyze literary			(Literary and	
literary texts, and	texts, and			Gender)	
by questioning	recognize the				
the assumptions	potential for cross-				
and biases of	disciplinary				
psychological	insights.				
criticism	4.Students should				
4.Students should	develop their				
demonstrate their	writing skills by				
critical thinking	articulating their				
skills by	ideas and				
evaluating the	arguments clearly				
usefulness and	and effectively in				
validity of Jungian	written				
psychological	assignments,				
concepts in the	demonstrating their				
analysis of	ability to synthesize				
literary texts, and	psychological and				
by questioning	literary analysis 5.Students should				
the assumptions					
and biases of	use evidence from the text to support				
psychological criticism					
-	their analysis,				
5.Students should	demonstrating their				
demonstrate their critical thinking	ability to integrate textual evidence				
skills by	with psychological				
evaluating the	concepts				
usefulness and	6.Students should				
validity of	participate in class				
Lacanian	discussions,				
psychological	demonstrating their				
concepts in the	ability to apply				
analysis of	psychological				
literary texts, and	concepts to literary				
by questioning	texts and to engage				
the assumptions	in critical analysis				
and biases of	and evaluation.				
psychological	7.Students should				
criticism	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				
	Overneraization				
	overgeneralization and the reliance on				
	and the reliance on speculative				

11	<ol> <li>Students will be actively participating in class discussions and they will be sharing their interpretations of the text and engaging with other students' perspectives.</li> <li>Students are able to use textual evidence to support their arguments and they will be able to identify specific</li> </ol>	<ol> <li>Students will be sharing their interpretations of the text and engaging with other students' perspectives.</li> <li>Students will be able to identify specific passages from the text that support their interpretation</li> <li>Students will be analyzing the text from multiple perspectives and considering the</li> </ol>	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	Offline: Lecturing and Sharing ideas, disseminating some new projects on reader response criticism, Q and A for some reflective response 2 X 50	Material: Reader Response Criticism Reference: Brooks, Peter. HB Nisbet. Claude Rawson. 2008. The Cambridge History of Literary Criticism Volume 8. Cambridge University Press Online: Cambridge	3%
	<ul> <li>passages from the text that support their interpretation.</li> <li>3. Students will be able to analyze the text from multiple perspectives and consider the implications of their interpretations</li> <li>4. Students who are learning about reader response criticism will be able to use academic</li> </ul>	<ul> <li>implications of their interpretations</li> <li>4. Students will be able to identify and use terms such as</li> <li>5. Students will be able to apply the concepts of indeterminacy, implied reader, intentional, and so on</li> <li>6. Students will be able to apply the concepts of reading strategies offered by Hans Robert Jauss, Stanley</li> <li>Fish. and Wolfgang</li> </ul>	8.Reflection on personal reading experiences Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance		Material: Readerly and Writerly Bibliography: Magedera, Ian. H. 2014. Outsider Biographies. Rodopi: Amsterdam (Literary and Biogrpahy) Material: Reader Response Reference: Gallop, Jane. 2011. The Deaths of the	
	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	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 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			Deaths of the Author Reading and Writing in Time. Duke University Press: Durham.	
	able to write essays that incorporate reader response criticism and use 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	influence their interpretation of a text and will be able to articulate their personal 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	Material: Ecocriticism and ecology	5%

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

environmental lens lens themes, motifs, and skills demonstrate an understanding of key concepts and terminology in the 5.Ability to "nature writing," "eco-feminism, "anthropocentrism," and "biocentrism." issues 3.Students will have developed strong critical thinking and analytical skills, which they can apply to literary texts and other issues They will be able to analyze the ways Project Results in which literature Performance knowledge and skills in other fields of study or to their demonstrate an ability to apply an politics, or urban 5.Students will have developed strong communication skills, which they can apply to the communication of issues. They will be issues effectively innovative solutions to environmental able to engage with perspectives and consider the ways in which different cultural and social perspectives shape engagement with issues, such as organizing. They may apply their knowledge and skills to real-world environmental problems.

Discussing the literature through topics through an environmental reading novels, poetry, 2.Understanding of watching key concepts and movies. terminology listening to 3.Critical thinking some songs, and analytical and having reflective 4.Application of practice on environmental how to perspectives in understand other fields nature and environments in those works communicate effectively about and their positions in the environmental global positions 6.Engagement with 2 X 50 diverse perspectives 7.Personal engagement with environmental Forms of Assessment Participatory Activities, Assessment / Product Assessment, Portfolio Assessment, Practice /

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

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

'	_ · ·			0.45%	1	
13	1.After studying	1.Able to analyze	Criteria:	Offline: Lecturing,		Material: Postcolonialism
	postcolonial	and interpret	1.Critical analysis	Sharing and		Bibliography:
	criticism,	literature through a	2.Understanding of key concepts and	Discussion of		Brooks, Peter.
	students will gain a deeper	postcolonial lens, identifying	terminology	the topics on		HB Nisbet.
	understanding of	postcolonial	3.Communication	postcolonialism		Claude
	the historical and	themes, motifs, and	skills	by several different		Rawson. 2008. The Cambridge
	cultural contexts	messages in	<ol><li>Engagement with</li></ol>	important		History of
	of colonialism	literary texts.	diverse	figures: Said,		Literary
	and its aftermath.	2.Able to	perspectives	Bhaba, Fanon,		Criticism
	They will learn	demonstrate an	5.Understanding of historical and	Spivak,		Volume 8.
	about the ways in which colonialism	understanding of key concepts and	cultural contexts	Gandhi, and Ahmed.		Cambridge University Press
	has shaped	terminology in the	6.Personal	2 X 50		Online:
	literature, culture,	field, such as	engagement with			Cambridge
	and society in	"subaltern,"	postcolonial			p
	colonized and	"hybridity,"	issues			Material:
	postcolonial	"colonialism," and	7.Creativity and			Colonialism and Postcolonialism
	regions.	"decolonization."	originality			Bibliography:
	2.Students will develop critical	3.Able to identify and analyze the ways	Forms of Assessment			Greaney,
	thinking skills as	in which literature	:			Micheal. 2006.
	they analyze and	reflects and	Participatory Activities, Project Results			Contemporary Fiction and the
	interpret literature	responds to	Assessment / Product			Uses of Theory
	through a	postcolonial issues.	Assessment, Portfolio			The Novel from
	postcolonial lens.	4.Able to engage	Assessment, Tests			Structuralism to
	They will learn to consider the	with diverse perspectives and				Postmodernism.
	political, cultural,	consider the ways				Palgrave Macmallian:
	and historical	in which different				London
	implications of	cultural and social				
	texts and to	perspectives shape				
	identify the ways	postcolonial				
	in which literature reflects and	attitudes and behaviors				
	reflects and responds to	5.Successful				
	postcolonial	learners of				
	issues	postcolonial				
	<ol><li>Students will</li></ol>	criticism will have a				
	develop a greater	deep				
	appreciation for	understanding of				
	the diversity of cultural	the historical and cultural contexts of				
	perspectives and	colonialism and its				
	the ways in which	aftermath, including				
	literature reflects	an understanding				
	and responds to	of the global impact				
	them	of colonialism and				
	4.Students will gain	the specific				
	a deeper understanding of	experiences of colonized and				
	these issues and	postcolonial				
	the ways in which	regions.				
	they intersect	6.Able to				
	with colonialism	communicate				
	and	complex				
	postcolonialism 5.Students will	postcolonial issues effectively and				
	learn to identify	propose innovative				
	how literature can	solutions to				
	challenge or	postcolonial				
	reinforce	problems				
	dominant cultural	7.Students may				
	narratives about colonialism and	apply their knowledge and				
	postcolonialism	skills to real-world				
	6.Students will be	postcolonial				
	able to apply a	problems				
	postcolonial					
	perspective to					
	other fields of study or to their					
	personal lives.					
	They may gain a					
	greater					
	appreciation for					
	the ways in which					
	postcolonial issues intersect					
	with social					
	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 I	I		I	I	I	I I

 		1	
literature as a			
means of			
exploring and			
challenging			
dominant cultural			
 narratives.			

4	1.After studying	1.Students should be	Criteria:	Offline:	Material: Magic	3%
	magic realism,	able to	1.Demonstration of knowledge and	Lecturing, Sharing and	realism Reader:	1
	students will be	demonstrate their	understanding	Discussion,	Brooks, Peter.	
	able to identify and explain the	knowledge and understanding of	2.Analysis and	Watching	HB Nisbet.	
	characteristics of	the characteristics	interpretation of	movies/films, Q	Claude	
	this literary genre,	of magic realism,	texts	and A for better reflective	Rawson. 2008. 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 communication		Volume 8.	
	mundane, the use of magical	messages conveyed through	skills		Cambridge	
	events to explore	its use.	5.Engagement with		University Press Online:	'
	real-world issues,	2.Students should be	diverse		Cambridge	
	and the	able to analyze and	perspectives			e.
	representation of	interpret magic	<ol><li>Creative writing</li></ol>		Material:	
	multiple	realist texts,	skills		Deconstructing	
	perspectives and	identifying the ways	7.Appreciation of		ideology References:	
	realities	in which magical	literature 8 Integration of		Zima, Petter, V.	
	2.Students will be able to analyze	elements are used to explore real-	8.Integration of 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	: Deutieur-t-m t ri iii		Continuum: London (Literary	/
	motifs, and	critical thinking and	Participatory Activities,		and Modernity)	
	messages	analytical skills,	Project Results Assessment / Product			
	conveyed	which they can	Assessment, Portfolio		Material:	
	through the use of magical	apply to the study	Assessment, Practice /		Magical realism	
	realism	of literary texts and other areas of	Performance, Tests		and its	
	3.Students will	study			characteristics Reference:	1
	have developed	4.Students should be			Greaney,	
	strong critical	able to			Micheal. 2006.	
	thinking and	communicate their			Contemporary	
	analytical skills,	ideas and insights			Fiction and the	
	which they can	effectively through			Uses of Theory The Novel from	
	apply to literary	written			Structuralism to	
	texts and other	assignments, oral			Postmodernism	
	areas of study. They will be able	presentations, and 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 4 Studente will	in which different				
	4.Students will	cultural and social perspectives shape				
	have an understanding of	the use of magical				
	the cultural and	realism in literature				
	historical contexts	6.Students should be				
	in which this	able to develop				
	literary genre	their own creative				
	emerged,	writing skills,				1
	including its roots	experimenting with				
	in Latin American	the use of magical realism in their own				
	literature 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 writing	in a unique and 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,				
	ways in which	such as art, film,				
	different cultural	and cultural studies				
	and social					
	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					
5	1.After studying	1.Students should be	Criteria:	Offline:	Material:	5%
1	gay and lesbian	able to	1.Demonstration of	Lecturing,	Literary and	1

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 perspectivetaking 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 knowledge and understanding understanding of 2.Analysis and the key concepts and terminology texts used in gay and 3.Critical thinking lesbian criticism, as and analytical well as the skills historical and Written and oral cultural context in communication which it emerged skills 2.Students should be 5.Empathy and able to analyze and interpret literary 6.Engagement with texts using gay and diverse perspectives lesbian criticism, identifying the ways 7.Awareness of in which queer themes and issues identities are 8.Integration of interdisciplinary represented and how they challenge knowledge dominant cultural 9.Reflection on narratives personal beliefs Students should and biases demonstrate strong Forms of Assessment critical thinking and analytical skills, Participatory Activities, which they can Project Results apply to the study Assessment / Product of literary texts and Assessment, Portfolio other areas of Assessment, Practice study Performance, Tests 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 perspective taking 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

Sharing and Discussion, Watching movies and interpretation of listening to some sonas which have some issues on LGBT; Q and A for better reflective practice 2 X 50 perspective-taking ethical and social

Gender Studies **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 Enalish War. Cambridge University Press: Cambridge (Literary and Gender)

criticism with other disciplines, such as psychology, sociology, and cultural studies <b>10</b> .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					
16 Students will be able to write an article by using one of the chosen literary theories and to apply it onto any kind of works of literature	<ol> <li>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.</li> <li>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</li> <li>Students should be able to demonstrate their critical thinking and analysis skills, including their ability to evaluate the strengths and limitations of the theory they have chosen, and to consider alternative perspectives or critiques of the theory.</li> <li>Students should be able to demonstrate their better writing skills, including their ability to structure and organize their writing effectively, to use appropriate evidence and examples to support their arguments, and to communicate their ideas clearly and persuasively.</li> <li>Students should be able to demonstrate their and persuasively.</li> <li>Students should be able to support their arguments, and to communicate their ideas clearly and persuasively.</li> <li>Students should be able to perform their originality and creativity, 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.</li> <li>Students should be able to demonstrate their ability to engage with diverse perspectives and consider the ways</li> </ol>	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 9. Reflection on personal beliefs and biases Forms of Assessment : Participatory Activities, Project Results Assessment, Practice / Performance, Tests	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 University Press Online: Cambridge University Press Online: Cambridge University Press Online: Cambridge University Press Online: Cambridge Material: All topics in this session of using the source References: Magedera, Ian. H. 2014. Outsider Biographies. Rodopi: Amsterdam (Literary and Biogrpahy) Material: All topics Gender, and Politics during The English War. Cambridge University Press: Cambridge (Literary and Gender) Material: All topics The Source Continuum: London (Literary and Modernity) Material: All topics Bibliography: Greaney, Micheal. 2006. Contemporary Fiction and the Uses of Theory The Novel from Structuralism to Postmodernism. Palgrave Macmallian: London	30%

	cultural and social perspectives shape the application of the theory to literary texts. 7.Students should be able to demonstrate their awareness of the ethical and social issues related to the application of the theory, including issues of representation, power, and identity. 8.Students should be able to demonstrate their ability to integrate their knowledge of the theory with other disciplines, such as psychology, sociology, and cultural studies, demonstrating the ways in which interdisciplinary approaches can enrich our understanding of 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.				Morales, Helena. 2007. Classical Mythology A Very Short Introduction. Oxford University Press: New York. Material: All topics Bibliography: Gallop, Jane. 2011. The Deaths of the Author Reading and Writing in Time. Duke University Press: Durham. Material: All topics Bibliography: Schram, Dick. Gerard Steen. 2001. The Psychology and Sociology of Literature. John Benjamins Publishing Company: Amsterdam	
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**Evaluation Percentage Recap: Case Study** 

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

- 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.
- 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.
- 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.
- 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.