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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight		SEMESTER	Compilation Date
Prose Studies		7920602227	Compulsory Study Program Subjects		**T=2** **P=0** **ECTS=3.18**		3	May 7, 2023
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**		**Study Program Coordinator**		
		Dr. Wisma Kurniawati, M.Pd.		Dr. Wisma Kurniawati, M.Pd.		Dr. Wisma Kurniawati, M.Pd.		

Learning model	Case Studies
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	PLO-5 — Able to master German language skills and apply them orally and in writing according to context with abilities equivalent to Common European Framework of Reference (CEFR) level B1
	Program Objectives (PO)
	PO - 1 — Students are able to understand various prose genre literary theories, including definitions, characteristics of the prose genre, types of prose genre literature, and methods of studying prose literature and apply them in the study of German prose literary texts
	PLO-PO Matrix

P.O	PLO-5
PO-1	

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

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

Short Course Description	Provision of various literary theories in the prose genre, including definitions, characteristics of the prose genre, types of prose genre literature, and methods of studying prose literature and their application in the study of German prose literary texts.

References

Main :

1. Wellek, Rene & Warren, Austin. 1993. Teori Kesusastraan. Jakarta: PT Gramedia.
2. Stanton, Robert. 2007. Teori Fiksi. Yogyakarta: Penerbit Pustaka Pelajar.
3. Allkemper, Alo & Eke, Norbert Otto. 2010. Literaturwissenschaft . Paderborn: Wilhelm Fink Verlag.
4. Kurniawati, Wisma. (2006). Pengantar Teori Sastra. Surabaya: Universitas Negeri Surabaya.
5. Luxemburg, Jan van dkk.. (1989). Pengantar Ilmu Sastra. Jakarta: PT Gramedia.

Supporters:

1. Millner, Max. 1992. Freud dan Interpretasi Sastra . Jakarta: Intermasa.
2. Camus, Albert. 1999. Mite Sisifus: Pergulatan dengan Absurditas . Jakarta: Gramedia Pustaka Utama.
3. Brecht, Bertolt. 2000. Tuan Keuner . Jakarta: Balai Pustaka.
4. Kafka, Franz. 2000. Metamorfosa . Yogyakarta: Yayasan Aksara Indonesia.
5. Hesse, Hermann. 2001. Demian . Yogyakarta: Mataangin.
6. Nurhan, Kenedi (Ed.). 1999. Derabat: Cerpen Pilihan Kompas 1999. Jakarta: Kompas
7. Jung, Carl Gustav. 1986. Memperkenalkan Psikologi Analitis . Jakarta: PT Gramedia.
8. Kurniawati, Wisma. (2018). Metanarasi dalam Novel Metamorfosa Karya Franz Kafka. Lingua Franca: Jurnal Bahasa, Sastra dan Pengajarannya, Vol. 2, No. 2. DOI: http://dx.doi.org/10.30651/lf.v2i2.
9. Kurniawati, Wisma. (2019). Brechtian Style of Resistance in Herta Mülleräs Novel Herztier. Paramasastra, Vol. 6, No. 2. http://journal.unesa.ac.id/index.php/paramasastra.
10. Kurniawati, Wisma dkk. (2019). Uncovering Wounds, Countering Obliviousness: Tragedy of Humanity in Herztier, a Novel by Herta Müller.Vol. 60, 2019. DOI: 10.7176/JLLL

Supporting lecturer	Dra. Raden Roro Dyah Woroharsi Parnaningroem, M.Pd. Dr. Wisma Kurniawati, 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)

No	Learning Outcome	Indicators	Assessment	Learning Method		Material / References	%
1	Students are able to explain various definitions of literature from time to time and identify literary works based on the general characteristics of literary works	1. Students are able to state at least two definitions of literature accompanied by correct arguments 2. Students are able to show two elements that can explain the definition of literature from the literary texts they read 3. Students are able to mention at least 2 general characteristics of literature with correct descriptions 4. Students identify at least 2 general characteristics of literature with correct descriptions in the literary texts they read	**Criteria:** very good, good, not so good **Form of Assessment:** Participatory Activities	Reading, Discussion, Group Work 2 X 50		**Material:** various definitions of literature from time to time **References:** *Allkemper, Alo & Eke, Norbert Otto. 2010. Literaturwissenschaft. Paderborn: Wilhelm Fink Verlag.* **Material:** definition of literature and general characteristics of literary works **Bibliography:** *Wellek, Rene & Warren, Austin. 1993. Literary Theory. Jakarta: PT Gramedia.* **Material:** Derabat: This short story is used as a case study medium to explain the definition and characteristics of literary works. **Library:** *Nurhan, Kenedi (Ed.). 1999. Derabat: Short Stories Selected by Kompas 1999. Jakarta: Kompas*	3%
2	Students are able to identify literary texts and explain their differences from non-literary texts in the texts they read/enjoy	1. Students are able to create concept maps about the characteristics of literary texts and non-literary texts. 2. Students are able to state the similarities between literary texts and non-literary texts based on their characteristics 3. Students are able to state the differences between literary and non-literary texts based on their characteristics. 4. Students are able to identify the similarities and differences between literary and non-literary texts in the texts they read/enjoy	**Criteria:** very good, good, not so good **Form of Assessment:** Participatory Activities	Group Work, discussion in small groups, discovery learning, 2 X 50 case studies		**Material:** The nature and function of literature and its characteristics. **Reference:** *Wellek, Rene & Warren, Austin. 1993. Literary Theory. Jakarta: PT Gramedia.* **Material:** Short story Will you erase the traces of his lips on mine with your lips: as a medium for comparing literary characteristics compared to a text from a newspaper chosen by students themselves **Library:** *Nurhan, Kenedi (Ed.). 1999. Derabat: Short Stories Selected by Kompas 1999. Jakarta: Kompas* **Material:** Characteristics of literary texts **References:** *Allkemper, Alo & Eke, Norbert Otto. 2010. Literaturwissenschaft. Paderborn: Wilhelm Fink Verlag.*	3%
3	Students are able to understand the characteristics of narrative prose genre literature	1. Students are able to state the definition of prose genre literature with a minimum of 60% correct answers 2. Students are able to name at least 3 main elements that make up a prose text correctly 3. Students are able to state the main characteristics of prose texts to distinguish them from the literary genres of poetry and drama 4. Students are able to identify 3 general characteristics of prose texts in the texts they read.	**Criteria:** very good, good, enough, less **Form of Assessment:** Participatory Activities	Lecture, Class discussion, Group work 2 X 50		**Material:** Prose **Bibliography:** *Allkemper, Alo & Eke, Norbert Otto. 2010. Literaturwissenschaft. Paderborn: Wilhelm Fink Verlag.* **Material:** Finding the definition and characteristics of narrative prose: case study **References:** *Brecht, Bertolt. 2000. Mr. Keuner . Jakarta: Balai Pustaka.*	3%
4	Students are able to understand the elements that build narrative prose genre literature	1. Students are able to name at least 3 elements that make up prose genre literary texts correctly. 2. Students are able to create a concept map about prose genre literature and its building elements at least 60% correct 3. Students are able to identify elements that make up prose genre texts in texts that are read at least 60% correctly.	**Criteria:** very good, good, enough, less **Form of Assessment:** Participatory Activities	Tutorial, Discovery method, Discussion/Q&A, Group Work 2 X 50		**Material:** Building elements of narrative prose **Bibliography:** *Allkemper, Alo & Eke, Norbert Otto. 2010. Literaturwissenschaft. Paderborn: Wilhelm Fink Verlag.* **Material:** Case study to discover the building blocks of narrative prose. **Reference:** *Brecht, Bertolt. 2000. Mr. Keuner . Jakarta: Balai Pustaka.*	3%

5	Students are able to understand characters and characterization as elements that build narrative prose genre literature	1. Students are able to define a character as an element that builds narrative prose genre literature with a minimum of 60% correct 2. Students are able to define characterization as an element that builds narrative prose genre literature at least 60% correctly. 3. Students are able to name the types of characters in narrative prose genre literary texts 4. Students are able to name at least 3 types of characters in narrative prose genre literary texts correctly. 5. Students are able to explain at least three forms/ways of characterization in narrative prose genre literature correctly.	**Criteria:** very good, good, enough, less **Form of Assessment :** Participatory Activities, Portfolio Assessment	Tutorial, Discovery method, Discussion/Q&A, Group Work 2 X 50		**Material:** Building elements of narrative prose **Bibliography:** *Allkemper, Alo & Eke, Norbert Otto. 2010. Literaturwissenschaft. Paderborn: Wilhelm Fink Verlag.* **Material:** Building elements of narrative prose **Bibliography:** *Wellek, Rene & Warren, Austin. 1993. Literary Theory. Jakarta: PT Gramedia.*	3%
6	Students are able to explain characters and characterization in narrative prose genre literature	1. Students are able to create concept maps about characters and characterization in narrative prose genre literature, at least 60% correct. 2. Students are able to identify at least one character and two forms/methods of characterization used by the author to describe the character(s) identified in the narrative prose genre literature read, correctly.	**Criteria:** very good, good, enough, less **Form of Assessment :** Participatory Activities	Lecture Discussion Questions and Answers Group Work 3 X 50		**Material:** Case study in the novel Metamorfosa to find characters and characterization in narrative prose genre literature. **References:** *Kafka, Franz. 2000. Metamorphosis. Yogyakarta: Indonesian Literacy Foundation.*	5%
7	Students are able to understand setting as an element that builds narrative prose genre literature	1. Students are able to define setting as an element that builds narrative prose genre literature at least 60% correctly. 2. Students are able to name at least two types of settings in narrative prose genre literature correctly. 3. Students are able to correctly name at least two functions of setting in narrative prose genre literature. 4. Students are able to identify at least one type of setting in the narrative prose genre literature they read correctly.	**Criteria:** very good, good, enough, less **Form of Assessment :** Participatory Activities	Tutorial, Discovery method, Discussion/Q&A, Group Work 2 X 50		**Material:** Building elements of narrative prose **Bibliography:** *Wellek, Rene & Warren, Austin. 1993. Literary Theory. Jakarta: PT Gramedia.* **Material:** Case study in the novel Metamorfosa to find the setting in narrative prose genre literature. **Reference:** *Kafka, Franz. 2000. Metamorphosis. Yogyakarta: Indonesian Literacy Foundation.*	5%
8	Students are able to explain the definition, characteristics and elements that make up narrative prose genre literature, as well as write relevant evidence or quotations about characters and their characterization from narrative prose texts provided by the lecturer.	Points earned are based on the percentage of correct answers, for example a student gets a score of 100 if the answer is 100% correct.	**Criteria:** 1. Students are able to explain the literary definition of the narrative prose genre. 2. Students are able to mention the characteristics of narrative prose genre literature. 3. Students are able to name the elements that make up narrative prose genre literature. 4. Students are able to write relevant evidence or quotations about characters and their characterization from narrative prose texts provided by the lecturer. **Form of Assessment :** Participatory Activities, Portfolio Assessment	Midterm Exams 2 X 50			20%

9	Students are able to explain the setting as an element that builds narrative prose genre literature and conduct a study of the setting in narrative prose texts	1. Students are able to create a concept map about the setting in narrative prose genre literature with at least 60% correct 2. Students are able to identify at least 1 type of setting in narrative prose genre literature in group work and present the results of their identification correctly	**Criteria:** very good, good, enough, less **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Discovery method, Discussion/Q&A, Group Work 2 X 50		**Material:** Building elements of narrative prose **Bibliography:** *Wellek, Rene & Warren, Austin. 1993. Literary Theory. Jakarta: PT Gramedia.* **Material:** Case study in the novel Metamorfosa to find the setting in narrative prose genre literature. **Reference:** *Kafka, Franz. 2000. Metamorphosis. Yogyakarta: Indonesian Literacy Foundation.*	5%
10	Students are able to understand plot as an element that builds narrative prose genre literature	1. Students are able to correctly name at least 1 type of plot in narrative prose genre literature 2. Students are able to identify at least 1 type of plot in narrative prose genre literature in group work and present the results of their identification correctly	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Discovery method, Discussion/Q&A, Group Work 2 X 50		**Material:** Building elements of narrative prose **Bibliography:** *Wellek, Rene & Warren, Austin. 1993. Literary Theory. Jakarta: PT Gramedia.* **Material:** Case study in the novel Metamorfosa to find the plot in narrative prose genre literature. **Reference:** *Kafka, Franz. 2000. Metamorphosis. Yogyakarta: Indonesian Literacy Foundation.*	5%
11	Students are able to explain plot as an element that builds narrative prose genre literature and conduct studies on plot in narrative prose texts	1. Students are able to create a concept map about plot in narrative prose genre literature with at least 60% correct 2. Students are able to identify at least 1 type of plot in narrative prose genre literature in group work and present the results of their identification correctly	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Discovery method, Discussion/Q&A, Group Work 2 X 50		**Material:** Building elements of narrative prose **Bibliography:** *Wellek, Rene & Warren, Austin. 1993. Literary Theory. Jakarta: PT Gramedia.* **Material:** Case study in the novel Metamorfosa to find the plot in narrative prose genre literature. **Reference:** *Kafka, Franz. 2000. Metamorphosis. Yogyakarta: Indonesian Literacy Foundation.*	3%
12	Students are able to understand the definition of literary study/interpretation/criticism and apply literary psychology studies to study literary texts in the narrative prose genre, one narrative prose text.	1. Students are able to explain the definition of literary study/interpretation/criticism at least 60% correctly. 2. Students are able to mention at least 2 studies/interpretations/literary criticism correctly. 3. Students are able to explain the definition of literary psychology studies at least 60% correctly. 4. Students are able to say at least 60% correctly about one type of psychological study of literature along with its theories and concepts for studying literary texts in the narrative prose genre. 5. Students are able to create a concept map that is at least 60% correct about one type of psychological study of literature along with its theories and concepts to study literary texts in the narrative prose genre.	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Lectures, discussions, group work 2 X 50		**Material:** psychological studies of literature **References:** *Jung, Carl Gustav. 1986. Introducing Analytical Psychology. Jakarta: PT Gramedia.* **Material:** psychoanalytic studies **References:** *Millner, Max. 1992. Freud and Literary Interpretation. Jakarta: Intermasa.* **Material:** Case study in the novel Demian to conduct a study of literary psychology in narrative prose genre literature. **Library:** *Hesse, Hermann. 2001. Demian. Yogyakarta: Mataangin.*	3%

13	Students are able to understand the definition of literary study/interpretation/criticism and apply transfer studies to study translated narrative prose genre literary texts.	1. Students are able to explain the definition of literary study/interpretation/criticism at least 60% correctly. 2. Students are able to mention at least 2 studies/interpretations/literary criticisms of transfer vehicles correctly. 3. Students are able to explain at least 60% correctly about the rationale for vehicle transfer studies along with their theories and concepts. 4. Students are able to create a concept map that is at least 60% correct regarding the study of vehicle transfer along with its theories and concepts to study literary texts in the narrative prose genre.	**Criteria:** very good, good, enough, less **Form of Assessment :** Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, group work 2 X 50		**Material:** Case study in the novel Demian to conduct a study of literary psychology in narrative prose genre literature. **Library:** *Hesse, Hermann. 2001. Demian. Yogyakarta: Mataangin.* **Material:** Study of vehicle transfer **References:** *Damono, Sapardi Djoko. 2018. Transfer of Vehicles. Jakarta: PT Gramedia Pustaka Utama.*	3%
14	Students are able to apply theories and concepts about literary texts in the narrative prose genre and compose a paper which is the result of one type of study of a German narrative prose text of their own choosing.	Students are able to apply theories and concepts about literary texts in the narrative prose genre and compose a paper which is the result of one type of study of a German narrative prose text of their own choosing.	**Criteria:** The score points are in the range of 0 to 100. 100 points are given when the student composes the assignment and completes all parts of the paper 100% correctly. **Form of Assessment :** Participatory Activities, Project Results Assessment / Product Assessment	LectureDiscussionQuestion QuestionsGroup work	6x50	**Material:** The nature and function of literature and its characteristics. **Reference:** *Wellek, Rene & Warren, Austin. 1993. Literary Theory. Jakarta: PT Gramedia.* **Material:** Building elements of narrative prose **Bibliography:** *Allkemper, Alo & Eke, Norbert Otto. 2010. Literaturwissenschaft. Paderborn: Wilhelm Fink Verlag.*	3%
15	Students are able to apply theories and concepts about literary texts in the narrative prose genre and compose a paper which is the result of one type of study of a German narrative prose text of their own choosing.	Students are able to apply theories and concepts about literary texts in the narrative prose genre and compose a paper which is the result of one type of study of a German narrative prose text of their own choosing.	**Criteria:** The score points are in the range of 0 to 100. 100 points are given when the student composes the assignment and completes all parts of the paper 100% correctly. **Form of Assessment :** Participatory Activities, Project Results Assessment / Product Assessment	LectureDiscussionQuestion QuestionsGroup work	6x50	**Material:** The nature and function of literature and its characteristics. **Reference:** *Wellek, Rene & Warren, Austin. 1993. Literary Theory. Jakarta: PT Gramedia.* **Material:** Building elements of narrative prose **Bibliography:** *Allkemper, Alo & Eke, Norbert Otto. 2010. Literaturwissenschaft. Paderborn: Wilhelm Fink Verlag.*	3%
16	Students are able to apply theories and concepts about literary texts in the narrative prose genre and compose a paper which is the result of one type of study of a German narrative prose text of their own choosing.	Students are able to apply theories and concepts about literary texts in the narrative prose genre and compose a paper which is the result of one type of study of a German narrative prose text of their own choosing.	**Criteria:** The score points are in the range of 0 to 100. 100 points are given when the student composes the assignment and completes all parts of the paper 100% correctly. **Forms of Assessment :** Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	LectureDiscussionQuestion QuestionsGroup work	6x50	**Material:** The nature and function of literature and its characteristics. **Reference:** *Wellek, Rene & Warren, Austin. 1993. Literary Theory. Jakarta: PT Gramedia.* **Material:** Building elements of narrative prose **Bibliography:** *Allkemper, Alo & Eke, Norbert Otto. 2010. Literaturwissenschaft. Paderborn: Wilhelm Fink Verlag.*	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	54.17%
2.	Project Results Assessment / Product Assessment	20.67%
3.	Portfolio Assessment	15.17%
4.	Practice / Performance	10%
		100%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.