Document Code



# Universitas Negeri Surabaya Faculty of Languages and Arts Master's Program in Language and Literature Education

es		C	ODE		Course Fami	у	Cred	it We	ght	SEMESTER	Compilat Date	
arative	Literature	8	811102023		Study Prograi	n Elective	T=2	P=0	ECTS=4.48	3	May 11, 2	
ORIZA	TION	s	P Develope	er	Courses	Cours	e Clus	ster C	oordinator	Study Progra	m Coordin	
		D	r. Ali Mustof	a, S.S, M.Pd						Dr. Titik Ind	darti, M.Pd	
ng	Case Studies											
am	PLO study program which is charged to the course											
ing mes	PLO-5	concept	Able to realize affective, social, academic and life skills responsibly and professionally through the application of concepts/science, research results/innovations in the field of language and literature education, as well as in the field of language and literature science.									
	PLO-6	Able to compile ideas, thoughts and scientific arguments that are logical, critical, systematic, creative and innovative in the field of language and literature education, as well as the field of language and literature responsibly and base on academic ethics.										
	Program Obj	ectives (P	0)									
	PO - 1	Students should be able to analyze literary works from different cultures, languages, and historical periods. The should be able to compare and contrast these works and identify similarities and differences in themes, literar techniques, and cultural contexts.										
	PO - 2	They sh	Students should be able to conduct research using a variety of sources, including primary and secondary source They should be able to identify relevant sources and evaluate the credibility and reliability of the informatic presented									
	PO - 3	they are	Students should be able to write clear and concise essays that demonstrate their understanding of the literary wor they are analyzing. They should be able to use appropriate terminology and literary concepts to support the arguments.									
	PO - 4	Students	Students should be able to understand the social, historical, and cultural contexts of the literary works they are studying. They should be able to identify and analyze cultural stereotypes and biases in this work.									
	PO - 5	Students should be able to read, write, and speak in at least two languages. They should be able to analyze literar works in their original language and translate them into their second language										
	PO - 6  Students should be able to integrate their knowledge of literature with other disciplines, such as history, philosop and anthropology. They should be able to understand how these disciplines influence and are influenced literature.											
	PLO-PO Mati	rix										
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			PO-1									
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PO-1																
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PO-5																
PO-6																

## Short Course Description

This course will provide an introduction to the heterogeneous genre of literary works, focusing particularly on the areas of political, philosophical, and social implications and representations. Throughout the course, there will be some exploration on how literary and filmic portrayals of literary issues participate in a broader negotiation of political, ethical, national, and social geographies. Moreover, the course will also examine how these representations include the historical and cultural intersections of race, gender, sexuality religion, and politics. In addition to the novels, short stories, and films, the course will also cover several secondary texts to provide a framework for clarifying and defining the relationship between literary text and the represented geographical and temporal spaces.

# References

#### Main

Bassnett, Susan. 1993. Comparative Literature: A Critical Introduction. UK: Blackwell Publishers Bery, Ashok and Murray P. 2000. Comparing Postcolonial Literatures: Dislocations. Great Britain: MacMillan Press Ltd Jost, Francois. Introduction to Comparative Literature. Indianapolis: Bobbs Merrill, 1974. Guillen, Claudio. The Challenge of Comparative Literature. Trans. Cola Franzen. Cambridge: Harvard University Press, 1993. Spivak, Gayatri. Death of A Discipline. New York: Columbia University Press, 2003. • Stallknecht, Newton, and Horst Frenz, eds. Comparative Literature: Method and Perspective. Revised edition. Carbondale: Southern Illinois University Press, 1971. • Wellek, Rene, and Austin Warren. Theory of Literature, 3rd ed. New York: Harcourt, Brace and World, 1956.

# Supporters:

 Articles and essays from journals such as Literary and cultural studies, comparative literature, critical literary theories, and many others

## Supporting lecturer

Dr. Tengsoe Tjahjono, M.Pd. Dr. Ali Mustofa, S.S., M.Pd.

Week-	Final abilities of each learning stage	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [ References	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline ( offline )	Online ( <i>online</i> )	1	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

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1	1.Analyze literary	1.Students	Criteria:	Offline:	Material:	5%
	works from	should be	1.Story and Plot	Lecture	Introduction to	
	different	able to	2.Creativity and	discussion;	comparative	
	cultures,	identify	Originality	in class	literature	
	languages, and	themes,	3.Identification of	reading;	References:	
	historical	motifs, and	Key Themes and	sharing and	Bassnett,	
			Elements	discussion;	Susan. 1993.	
	periods in order	symbols 2 Students	4.Analysis of Key	Q and A for	Comparative	
	to identify	2.Students		reflective	Literature: A	
	themes, motifs,	should be	Elements and	practice	Critical	
	and symbols.	able to	Themes	2 X 50	Introduction.	
	2.Compare and	identify	<ol><li>Writing quality</li></ol>		UK: Blackwell	
	contrast literary	similarities			Publishers	
	works to identify	and	Forms of		Bery, Ashok	
	similarities and	differences in	Assessment :		and Murray P.	
	differences in	literary	Participatory		2000.	
	literary	techniques,	Activities, Project		Comparing	
	techniques,	character	Results Assessment /		Postcolonial	
	character	development,	Product Assessment,		Literatures :	
	development,	and narrative	Practices / Performance		Dislocations.	
	and narrative	structure.	Periormance		Great Britain:	
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					Motifs,	
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					Library:	
					Articles and	
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					as Literary	
					as Literary and cultural	
					studies,	
					comparative	
					literature,	
					critical literary	
					theories, and	
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2	1.Evaluate how	1.Students	Criteria:	Offline:		Material:	5%
1	literary works	should be	1.Story and Plot	Lectures;		Story and	
1			2.Creativity and	Discussion		Structure	
1	reflect the	able to	,	and sharing;		Bibliography:	
1	cultural, social,	evaluate how	Originality	Q and A		Bassnett,	
	and historical	literary works	<ol><li>Identification of</li></ol>				
	contexts in	reflect the	Key Themes and	2 X 50		Susan. 1993.	
	which they were	cultural,	Elements			Comparative	
	produced.	social, and	4.Analysis and			Literature: A	
						Critical	
	2.Develop	historical	interpretation of			Introduction.	
	arguments that	contexts in	texts			UK: Blackwell	
	are supported	which they	<ol><li>Writing Quality</li></ol>			Publishers	
	by evidence	were				Bery, Ashok	
	from the literary	produced	Forms of			and Murray P.	
	works being	2.Students	Assessment :			2000.	
			Participatory				
	studied.	should be	Activities, Project			Comparing	
		able to	Results Assessment /			Postcolonial	
		develop	Product Assessment,			Literatures :	
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7	1.Identify and	1.Students	Criteria:	Presentation	Material:	3%
.				Lecture and	Literature in	370
	analyze cultural	should be	1.Creativity and			
	stereotypes and	able to	Originality	discussion	comparison	
	biases in	identify and	<ol><li>Identification of</li></ol>	Sharing	Reference:	
	literary works	analyze	Key Themes and	Workshop on	Bassnett,	
	2.Understand	cultural	Elements	technological	Susan. 1993.	
	how literary	stereotypes	3.Analysis and	advances	Comparative	
	,	, ,	•	which	Literature: A	
	works reflect	and biases in	interpretation of	supports the	Critical	
	the cultural,	literary works	texts	development	Introduction.	
	social, and	2.Students	<ol><li>Analysis and</li></ol>	of	UK: Blackwell	
	historical	should be	applications	comparative	Publishers	
	contexts in	able to	5.Writing Quality	literature	Bery, Ashok	
	which they were	identify how	3 (1.1.)	2 X 50	and Murray P.	
	produced	literary works	Forms of	2 X 30	2000.	
		•	Assessment:		Comparing	
	3.Analyze how	reflect the	Participatory		, ,	
	literary works	cultural,	Activities, Project		Postcolonial	
	reflect and	social, and	Results Assessment /		Literatures :	
	challenge	historical			Dislocations.	
	cultural norms	contexts in	Product Assessment,		Great Britain:	
	and values	which they	Practices /		MacMillan	
		were	Performance		Press Ltd	
	4.Develop an				Jost, Francois.	
	awareness of	produced			Introduction to	
	one's own	3.Students			Comparative	
	cultural biases	should be			Literature.	
	and	able to			Indianapolis:	
	assumptions in	analyze how			Bobbs Merrill,	
	doing	literary works			1974. Guillen,	
	comparative	reflect and			Claudio. The	
	literature	challenge			Challenge of	
	illerature	•			Challenge of Comparative	
		cultural norms				
		and values			Literature.	
		4.Students			Trans. Cola	
		should be			Franzen.	
		able to			Cambridge:	
		develop an			Harvard	
		awareness of			University	
		one's own			Press, 1993.	
					Spivak,	
		cultural			Gayatri. Death	
		biases and			of A	
		assumptions			Discipline.	
		in doing			New York:	
		comparative			Columbia	
		literature			University	
		into ratar o			Press, 2003. •	
					Stallknecht,	
					Newton, and	
					Horst Frenz,	
					eds.	
					Comparative	
					Literature:	
					Method and	
					Perspective.	
					Revised	
					edition.	
					Carbondale:	
					Southern	
					Illinois	
					University	
					Press, 1971. •	
					Wellek, Rene,	
					and Austin	
					Warren.	
					Theory of	
					Literature, 3rd	
					ed. New York:	
					Harcourt,	
					Brace and	
					World, 1956.	

8	1 10 46 0!	1 04	Criteria:	Mid term test: take	Material: All	20%
•	1.In the mid term	1.Students are		Mid term test: take		∠0%
	test, students	able to	1.Creativity and	home exam 2 x 50	materials discussed in	
	are able to	identify	Originality	2 X 50		
	identify relevant	relevant	2.Identification of		previous	
	primary and	primary and	Key Themes and		meetings	
	secondary	secondary	Elements		Reader:	
	sources for	sources for	3.Analysis and		Bassnett,	
	literary	literary	interpretation of		Susan. 1993.	
	•	•			Comparative	
	research,	research,	texts		Literature: A	
	including books,	including	4.Analysis and		Critical	
	articles, and	books,	applications		Introduction.	
	archival	articles, and	5.Writing Quality		UK: Blackwell	
	material.	archival			Publishers	
	2.Evaluate the	material	Forms of		Bery, Ashok	
		2.Students	Assessment :		and Murray P.	
	reliability and		Participatory			
	credibility of	should be	Activities, Project		2000.	
	sources and	able to	Results Assessment /		Comparing	
	synthesize	evaluate the			Postcolonial	
	information	reliability and	Product Assessment,		Literatures :	
	from multiple	credibility of	Practices /		Dislocations.	
	•	•	Performance		Great Britain:	
	sources to	sources and			MacMillan	
	support a	synthesize			Press Ltd	
	research	information			Jost. Francois.	
	argument	from multiple			Introduction to	
	3.Use appropriate	sources to			Comparative	
	citation styles to	support a				
	give credit to	research			Literature.	
	•				Indianapolis:	
	sources and	argument			Bobbs Merrill,	
	avoid	<ol><li>Students</li></ol>			1974. Guillen,	
	plagiarism.	should be			Claudio. The	
	4.Use digital tools	able to make			Challenge of	
	and databases	use of			Comparative	
	to find and				Literature.	
		appropriate			Trans. Cola	
	analyze literary	citation styles			Franzen.	
	texts and	to give credit			Cambridge:	
	criticism in	to sources				
	comparison	and avoid			Harvard	
	·	plagiarism			University	
		4.Students			Press, 1993.	
		should be			Spivak,	
					Gayatri. Death	
		able to use			of A	
		digital tools			Discipline.	
		and			New York:	
		databases to			Columbia	
		find and			University	
					Press, 2003. •	
		analyze			Stallknecht,	
		literary texts			1 ' 1	
		and criticism			Newton, and	
		in comparison			Horst Frenz,	
					eds.	
					Comparative	
					Literature:	
					Method and	
					Perspective.	
					Revised	
					edition.	
					Carbondale:	
					Southern	
					Illinois	
					University	
					Press, 1971. •	
					Wellek, Rene,	
					and Austin	
					Warren.	
					Theory of	
					Literature, 3rd	
					ed. New York:	
					Harcourt,	
					Brace and	
					World, 1956.	

9	1.Understand	1.Students	Criteria:	Offline:	N	<b>faterial:</b> All	3%
	how literary	should be	1.Creativity and	Lecturing;	n	naterials	
	works interact	able to	Originality	sharing	d	iscussed in	
			2.Identification of	ideas and		revious	
	with other	identify how		discussing	l l'n	neetings	
	disciplines,	literary works	Key Themes and	the topics		Reader:	
	such as history,	interact with	Elements	being		Bassnett,	
	philosophy, and	other	<ol><li>Analysis of Key</li></ol>	covered in		Susan. 1993.	
	anthropology.	disciplines,	Elements and	the session;		Comparative	
	2.Synthesize	such as	Themes				
	knowledge from	history,	4.Analysis and	Q and A for		iterature: A	
	multiple	philosophy,	applications	reflection		Critical	
			5.Writing Quality	2 X 50		ntroduction.	
	disciplines to	and	5. Writing Quality		1	JK: Blackwell	
	analyze literary	anthropology.	Forms of			Publishers	
	works.	2.Students				Bery, Ashok	
		should be	Assessment :			nd Murray P.	
		able to	Participatory			000.	
		synthesize	Activities, Project			Comparing	
		knowledge	Results Assessment /		P	Postcolonial	
		from multiple	Product Assessment,			iteratures :	
		•	Practices /			Dislocations.	
		disciplines to	Performance			Great Britain:	
		analyze				nacMillan	
		literary works.				Press Ltd	
						ost, Francois.	
						ntroduction to	
						Comparative	
						iterature.	
						ndianapolis:	
						Bobbs Merrill,	
						974. Guillen,	
						Claudio. The	
						Challenge of	
						Comparative	
						iterature.	
						rans. Cola	
					F	ranzen.	
						Cambridge:	
					F	larvard	
					L	Iniversity	
						Press, 1993.	
						Spivak,	
						Sayatri. Death	
						f A	
						Discipline.	
						lew York:	
						Columbia	
						Iniversity	
						Press, 2003. •	
						Stallknecht,	
						lewton, and	
,							
						lorst Frenz,	
,					1	ds.	
,						Comparative	
						iterature:	
						Method and	
						Perspective.	
						Revised	
						dition.	
						Carbondale:	
						Southern	
						linois	
						Iniversity	
					F	Press, 1971. •	
					V	Vellek, Rene,	
						nd Austin	
						Varren.	
						heory of	
						iterature, 3rd	
						d. New York:	
						a. New York. larcourt,	
						Brace and Vorld, 1956.	
					1 1 1		

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10	1.Understand	1.Students	Criteria:	Lecture	Material: All	3%
	how literature	should be	1.Creativity and	Workshop	materials	
	reflects and	able to	Originality	Sharing and	which have	
	shapes cultural	determine	2.Identification of	Discussion	been	
	and historical	how literature	Key Themes and	Mini	discussed	
	developments	reflects and	Elements	Conference	during the	
	2.Analyze how	shapes	<ol><li>Analysis of Key</li></ol>	Q and A	offline and	
	literary works	cultural and	Elements and	2 X 50	online	
	relate to	historical	Themes		sessions	
			4.Writing Quality		Reader:	
	contemporary	developments	4.writing Quality		Bassnett,	
	issues and	2.Students	Forms of		Susan. 1993.	
	debates in other	should be	Forms of		Comparative	
	disciplines.	able to	Assessment :		Literature: A	
		analyze how	Participatory		Critical	
		literary works	Activities, Project		Introduction.	
		relate to	Results Assessment /		UK: Blackwell	
		contemporary	Product Assessment,		Publishers	
		issues and	Practices /		Bery, Ashok	
		debates in	Performance		and Murray P.	
					2000.	
		other			Comparing	
		disciplines			Postcolonial	
					Literatures :	
					Dislocations.	
					Great Britain:	
					MacMillan	
					Press Ltd	
					Jost, Francois.	
					Introduction to	
					Comparative	
					Literature.	
					Indianapolis:	
					Bobbs Merrill,	
					1974. Guillen,	
					Claudio. The	
					Challenge of	
					Comparative	
					Literature.	
					Trans. Cola	
					Franzen.	
					Cambridge:	
					Harvard	
					University	
					Press, 1993.	
					Spivak,	
					Gayatri. Death	
					of A	
					Discipline.	
					New York:	
					Columbia	
					University	
					Press, 2003. •	
					Stallknecht,	
					Newton, and	
					Horst Frenz,	
					eds.	
					Comparative	
					Literature:	
					Method and	
					Perspective.	
					Revised	
					edition.	
					Carbondale:	
					Southern	
					Illinois	
					University	
					Press, 1971. •	
					Wellek, Rene,	
					and Austin	
					Warren.	
					Theory of	
					Literature, 3rd	
					ed. New York:	
					Harcourt,	
					Brace and	
			I		World, 1956.	1

	I			I	T	
11	1.Analyze and	1.Students	Criteria:	Offline:	Material: All	3%
	compare	should be	1.Creativity and	Lectures;	materials	
	literary works	able to	Originality	Workshops;	discussed in	
	from different	analyze and	2.Identification of	Sharing and	previous	
	cultures,	compare	Key Themes and	Discussion;	meetings	
	languages, and	literary works	Elements	Mini	Reader:	
			3.Idea and	Conference;	Bassnett,	
	historical	from different		Q and A	Susan. 1993.	
	periods to	cultures,	Organization	2 X 50	Comparative	
	identify	languages,	<ol><li>4.Analysis of Key</li></ol>		Literature: A	
	common	and historical	Elements and		Critical	
	themes, literary	periods to	Themes		Introduction.	
	techniques, and	identify	5.Analysis and		UK: Blackwell	,
	cultural	common	applications		Publishers	
	contexts	themes,	6.Writing Quality		Bery, Ashok	
	2.Develop and	literary	5. Whang Quanty		and Murray P	
	·	•	Forms of		2000.	
	defend	techniques,	Assessment :			
	arguments	and cultural	Participatory		Comparing	
	based on	contexts	Activities, Project		Postcolonial	
	evidence from	2.Students	Results Assessment /		Literatures :	
	literary works.	should be			Dislocations.	
	3.Evaluate the	able to	Product Assessment,		Great Britain:	
	reliability and	develop and	Practices /		MacMillan	
	credibility of	defend	Performance		Press Ltd	
	,				Jost, Francois	
	literary sources.	arguments			Introduction to	
		based on			Comparative	
		evidence from			Literature.	
		literary works			Indianapolis:	
		<ol><li>Students</li></ol>			Bobbs Merrill,	
		should be			1974. Guillen,	
		able to			Claudio. The	
		evaluate the			Challenge of	
					Comparative	
		reliability and			Literature.	
		credibility of			Trans. Cola	
		literary			Franzen.	
		sources				
					Cambridge:	
					Harvard	
					University	
					Press, 1993.	
					Spivak,	
					Gayatri. Deati	ור
					of A	
					Discipline.	
					New York:	
					Columbia	
					University	
					Press, 2003.	•
					Stallknecht,	
					Newton, and	
					Horst Frenz,	
					eds.	
					Comparative	
					Literature:	
					Method and	
					Perspective.	
					Revised	
					edition.	
					Carbondale:	
					Southern	
					Illinois	
					University	
						.
					Press, 1971.	
					Wellek, Rene,	
					and Austin	
					Warren.	
					Theory of	1
					Literature, 3rd	/ [
					ed. New York	
					Harcourt,	
					Brace and	
				1	World, 1956.	1
			1	i	vvonu, 1950.	1

1.   Analyze Bieneral   Students form different cultures, and historical periods to identify themse, motis, and symbols will product assessment periods to identify themse, motis, and symbols will produce to some literary works from Victorian works from Victorian works from Victorian works to identify similarities and interact development, and historical contexts in which they were produced arguments that are supported by evidence from the literary works being studied and instorical contexts in which they were produced assessed by evidence from the literary works being studied by a development, and instorical contexts in which they were produced assessed by evidence from the literary works being studied by evidence from the literary works and literary works				ı	1			
should be analyze (Corporative	12	1.Analyze literary	1.Students	Criteria:	Lecture	Ma	aterial: All	3%
different cultures, and he to cultures, and isotrocal periods bernish, and symbols with special stensive works from the stensive works from victorian works from Victorian works from Victorian period etheropenent, and anilarnos and differences in the cultural, social, and historical contrast literary works from the cultural, social, and historical contrast in the cultural, social, and historical contexts in which they produced by evidence from the literary works being studied and historical contexts in which they produced a spupported by evidence from the literary works being studied and historical contexts in which they produced a spupported by evidence from the literary works being studied and historical contexts in which they produced a spupported by evidence from the literary works being studied and historical contexts in which they produced a spupported by evidence from the literary works being studied and historical contexts in which they produced a spupported by evidence from the literary works being studied and historical contexts in which they produced a spupported by evidence from the literary works being studied and historical contexts in which they produced a spupported by evidence from the literary works being studied and historical contexts in which they produced a spupported by evidence from the literary works being studied and historical contexts in which they produced a spupported by evidence from the literary works being studied and historical contexts in which they produced a spupported by evidence from the literary works being studied and historical contexts in which they produced a spupported by evidence from the literary works being studied and special and historical contexts in which they produced a spupported by evidence from the literary works being studied and special and historical contexts in which they produced a spupported by evidence from the literary works being studied and special and historical contexts in which they produced a spupported by evidence from the literary works bein			should be	1.Creativity and	Workshop	ma	aterials	
Lothurse, languages, and historical periods to identify themes, identify themes, special references to some literary works from victorian works to identify works from victorian works to identify works from victorian works to identify works from victorian works from victorian works in literary works from victorian works in literary works from victorian works grant in literary works from the literary works from the victorian period of victorian period of victorian period of victorian period of victorian period victorian period of victorian period victorian pe					Mini	wh	nich have	
languages, and historical periods to complete the cultures, some liferary works from works to identify themes, similarities and differences in literary works to identify should be able to development, and historical contexts in which they works being studied  1 and page, and historical contexts in which they works being studied  1 and page, and historical contexts in which they works being studied  1 and historical contexts in which they works being studied  2 and manufactures and literary works from the literary works being studied					Conference	bee	en	
historical periods to identify themes, motils, and symbols with special works from yorks from Victorian works 2. Compare and contrast literary works from the ilterary works from the victorian period contrast in ilterary works from the victorian period contrast is literary works from the victorian period contrast in which they were produced 4. Develop arguments that are supported by evidence of the victorian period contrast is literary works being studied where the victorian period contrast is literary works from the victorian period contrast is literary works from the victorian period contrast in which they were produced 4. Develop arguments that are supported by evidence of the victorian period contrast is literary works being studied where the victorian period reflect the cultural, social, and narrative structure and narrative structure and narrative structure by the victorian period reflect the cultural, social, and narrative structure and narrative structure by the victorian period reflect the cultural, social, and historical contrast in the literary works being studied where the literary works the liter		, , , , , , , , , , , , , , , , , , ,			Sharing and	dis	scussed	
incrincist on identify themes, moils, and special creferences to some literary works from vocks from vocks for in literary works from vocks to identify similarities and differences in literary works from the vocks of identify similarities and differences in literary works from the vocks of identify similarities and differences in literary works from the vocks of identify similarities and differences in literary works from the vocks of identify similarities and differences in literary works from the vocks of identify similarities and differences in literary works from the vocks of identify similarities and differences in literary works from the vocks of identify similarities and differences in literary works from the vocks of identify similarities and vocks of identify similarities and vocks of identify similarities and differences in literary works from the vocks of identify similarities and vocks of identify sid			•			du	ring the	
identify themes, identify themes, symbols with special references to some literary works from Victorian works to identify similarities and differences in literary and rarrative format market for the literary works from the literary works from the literary works being studied works and								
moths and symbols with participation to the symbols with preferences to some literary works from Victorian works 2. Compare and contrast literary works from the comparative structure and narrative a								
motifis, and symbols with special so dentity periods to dentity periods to dentity periods of some literary works from Victorian works.  Z. Compare and contrast literary works from Victorian period reflect the cultural, social, and historical contexts in which they were produced of any period works being studied works and a support to the produced works and t		identify themes,	languages,		2 7 00			
symbols with special identify references to some literary works from Victorian works 2. Compare and contrast literary works from Victorian works to identify similarities and differences in literary works from Victorian works to identify similarities and differences in literary works from Victorian works to identify similarities and development, and narrative structure 3. Evaluate how literary works from the Victorian works to identify similarities and evelopment, and narrative structure and periodic development, and narrative structure and periodic development, and narrative structure and periodic development, and narrative structure and marrative structure. Trans. Cola Comparative Literature. Columbia University pevices and contexts in which they were produced 4. Suddens and marrative structure and marrative structure and marrative structure and marrative structure. Trans. Cola Comparative Literature. Trans. Cola Comparative Literature. Columbia Co		motifs, and	and historical	4.Writing Quality				
special references to some literary works from Victorian works.  2. Compare and contrast literary works from the literary structure and fifterences in literary works from the collect the cultural, social, and historical contexts in which they were produced  4. Develop arguments that are supported from the literary works being studied  succeed 4. Suddens border from the literary works being studied  succeed 4. Suddens border from the literary works being studied  succeed 4. Suddens border from the literary works being studied  succeed 4. Suddens border from the literary works being studied  4. Suddens should be able to develop arguments that are supported by evidence from the literary works being studied  5. Suddens should be able to develop arguments that are supported by evidence from the literary works being studied  6. Suddens should be able to develop arguments that are supported by evidence from the literary works being studied  7. Suddens should be able to develop arguments that are supported by evidence from the literary works being studied.		symbols with	periods to					
some literary works from Victorian works. 2 Compare and contrast literary works from Victorian works. 3 come literary works from Victorian works. 4 compare and contrast literary works from Victorian works. 5 compare and contrast literary works from Victorian works. 6 compare and contrast literary works from Victorian works. 6 compare and contrast literary works from Victorian period compare and contrast literary works. 6 compare and contrast literary works from Victorian period reflect the cultural, social, and illumination in which they were produced 4. Develop arguments that are supported by evidence from the literary works from the literary works from the literary works in which they were produced 4. Students should be able to contrors in which they were produced 4. Contrast in which they were produced 5. Students should be able to evaluate how literary works from the literary works heining and the literary works from the literary works from the literary works from the literary works literary works from the literary works literary works from the literary works liter				Forms of			,	
works from Victorian works 2. Compare and contrast literary works from Victorian works to identify differences in literary works from Victorian works to identify and differences in literary works tructure development, and narrative structure 3. Evaluate how literary works from Victorian vorks to dentification works to development, and narrative structure structure differences in literary works from Victorian vorks to dentification works to dentification works to dentification dentification works to dentification dentification works to dentification dentification works to dentify dentify similarities differences in literary works from Victorian works to dentify dentify similarities differences in literary works from Victorian works to dentify dentify similarities differences in literary works from Victorian works to dentify dentify similarities differences in literary works being arguments that are supported by evidence by eviden			•	Assessment :				
Activities, Froject Michrain works special references to some literary works from Victorian works to identify similarities and differences in literary works from Victorian works to identify similarities and differences in literary works from Victorian works to identify similarities and differences in literary works from Victorian works structure  3. Evaluate how literary works from the Victorian period reflect the cultural, social, and historical controcts in which they were produced day evidence from the literary works being studied  4. Sudied to work to the works from the Victorian period reflect the cultural, social, and historical controcts in which they were produced by evidence from the literary works from the Victorian period reflect the cultural, social, and historical controcts in which they were produced day and the produced of the produced			,	Participatory				
Witch and works 2. Compare and ordered and		,	,					
2. Compare and contrast literary works from Victorian volves volves from Victorian volves from Victorian volves volves from the Character development, and narrative structure  3. Evaluate how literary works from the Victorian period reflect the cultural, social, and historical cornects in which they were produced 4. Agruments that are supported by evidence from the literary works being studied  4. Studend volves from the Victorian volves being studied  5. Evaluate how literary works from the Victorian volves being studied  5. Evaluate how literary works from the literary volves works being studied  5. Evaluate how literary works being studied  5. Evaluate how literary volves works being studied  5. Evaluate how literary volves works being studied  6. Evaluate how literary volves works being studied  7. Evaluate how literary volves works being studied  7. Evaluate how literary volves works being studied  8. Evaluate how literary volves works being studied  9. Evaluate how literary volves how			•					
2. Compare and contrast literary works from Victorian works to identify similarities and differences in literary identification of the cultural, social, and historical contexts in which they were produced 4. Develop arguments that are supported by evidence from the literary works being studied works in which they were supported the cultural, social, and historical contexts in which they were works being studied works being studied works to make the cultural, social, and historical contexts in which they were works being studied works being work		_						
contrast literary works from Victorian works to identify similarities and differences in literary works from Victorian works to identify similarities and differences in literary works in character development, and narrative structure 3. Evaluate how literary works from the Victorian period reflect the cultural, social, and historical contexts in which they were produced 4. Develop arguments that are supported by works being studied works being works bein		2.Compare and	references to					
works from Victorian works to identify Smilarities and differences in literary techniques, character development, and narrative structure 3. Studient works to literary works ton the Victorian period reflect the cultural, social, and historical contexts in which they were produced 4. Develop arguments that are supported by evidence from the literary works being studied  works being studied  works to literary works being studied  works being studied  works from Wictorian produced  4. Develop arguments that are supported by evidence from the literary works being studied  works being studied  works from Wictorian produced  4. Develop arguments that are supported by evidence from the literary works being studied  works being studied  works from Wictorian produced  A. Develop arguments that are supported by evidence from the literary works being studied  works being studied  works from literary works being studied  works from literary works to literary works being studied  works from literary works from the Victorian produced  A. Develop arguments that are supported by evidence from the literary works being studied  works from literary works being studied  works from literary works being literary works being literary works literary context in machillan literary works literary context in machillan li		contrast literary	some literary					
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14	1.0-	1.0	Critoria:	Offling	Bankawini, All	207
14	1.Compare and	1.Students	Criteria:	Offline: Lectures;	Material: All materials	3%
	contrast literary	should be	1.Creativity and			
	works from	able to	Originality	workshops;	discussed in	
	different genres	compare and	<ol><li>Identification of</li></ol>	mini-	previous	
	to identify	contrast	Key Themes and	conference;	meetings	
	similarities and	literary works	Elements	presentation	Reader:	
		from different	3.Analysis and	2 X 50	Bassnett,	
	differences in				Susan. 1993.	
	literary	genres to	applications		Comparative	
	techniques,	identify	4.Writing Quality		Literature: A	
	themes, and	similarities			Critical	
	motifs.	and	Forms of			
	2.Analyze how	differences in	Assessment :		Introduction.	
	,		Participatory		UK: Blackwell	
	literary	literary	Activities, Project		Publishers	
	movements and	techniques,	Results Assessment /		Bery, Ashok	
	styles from	themes, and	Product Assessment,		and Murray P.	
	different genres	motifs.	Practices /		2000.	
	have evolved	2.Students			Comparing	
	over time	should be	Performance		Postcolonial	
					Literatures :	
	<ol><li>Evaluate the</li></ol>	able to			Dislocations.	
	significance of	analyze how				
	literary works	literary			Great Britain:	
	from different	movements			MacMillan	
	genres and	and styles			Press Ltd	
	•	•			Jost, Francois.	
	eras in their	from different			Introduction to	
	cultural and	genres have			Comparative	
	historical	evolved over			Literature.	
	contexts.	time			Indianapolis:	
		3.Students			Bobbs Merrill.	
		should be			1974. Guillen,	
		able to			Claudio. The	
		evaluate the			Challenge of	
		significance of			Comparative	
		literary works			Literature.	
		from different			Trans. Cola	
					Franzen.	
		genres and			Cambridge:	
		eras in their			Harvard	
		cultural and				
		historical			University	
		contexts.			Press, 1993.	
		contexts.			Spivak,	
					Gayatri. Death	
					of A	
					Discipline.	
					New York:	
					Columbia	
					University	
					Press, 2003. •	
					Stallknecht,	
					Newton, and	
					Horst Frenz,	
					eds.	
					Comparative	
					Literature:	
					Method and	
					Perspective.	
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					Carbondale:	
					Southern	
					Illinois	
					University	
					Press, 1971. •	
					Wellek, Rene,	
					and Austin	
					Warren.	
					Theory of	
					Literature, 3rd	
					ed. New York:	
					Harcourt,	
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	Į.				World, 1956.	

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15	1.Compare and	1.Students	Criteria:	Offline:	Material: All	3%
	contrast literary	should be	<ol> <li>Creativity and</li> </ol>	Lectures;	materials	
	works from	able to	Originality	workshops;	discussed in	
	different genres	compare and	<ol><li>Identification of</li></ol>	mini-	previous	
	to identify	contrast	Key Themes and	conference;	meetings	
	similarities and	literary works	Elements	presentation	Reader:	
		from different	3.Analysis and	2 X 50	Bassnett,	
	differences in				Susan. 1993.	
	literary	genres to	applications		Comparative	
	techniques,	identify	4.Writing Quality		Literature: A	
	themes, and	similarities			Critical	
	motifs.	and	Forms of		Introduction.	
	2.Analyze how	differences in	Assessment :		UK: Blackwell	
	literary	literary	Participatory		Publishers	
	,	techniques,	Activities, Project			
	movements and	•	Results Assessment /		Bery, Ashok	
	styles from	themes, and	Product Assessment,		and Murray P.	
	different genres	motifs.	Practices /		2000.	
	have evolved	2.Students	Performance		Comparing	
	over time	should be			Postcolonial	
	3.Evaluate the	able to			Literatures :	
	significance of	analyze how		]	Dislocations.	
	literary works	literary			Great Britain:	
		•			MacMillan	
	from different	movements			Press Ltd	
	genres and	and styles			Jost, Francois.	
	eras in their	from different			Introduction to	
	cultural and	genres have			Comparative	
	historical	evolved over			Literature.	
	contexts.	time			Indianapolis:	
		3.Students			Bobbs Merrill.	
		should be			1974. Guillen,	
					Claudio. The	
		able to				
		evaluate the			Challenge of	
		significance of			Comparative	
		literary works			Literature.	
		from different			Trans. Cola	
		genres and			Franzen.	
		eras in their			Cambridge:	
		cultural and			Harvard	
		historical			University	
					Press, 1993.	
		contexts.			Spivak,	
					Gayatri. Death	
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					New York:	
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					Stallknecht,	
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			1		Literature:	
					Method and	
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			1		Perspective.	
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			1		Carbondale:	
					Southern	
			1		Illinois	
			1		University	
			1		Press, 1971. •	
					Wellek, Rene,	
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					Literature, 3rd	
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					Harcourt,	

1. In the final term, the students should be able to write comparative work in the form of essays which should be clear and effective that analyze literary works from different erar S 2. Use of particular literary support agruments 3. Develop an argumentary works being studied 4. Understand how literary works being studied 4. Understand how literary works being studied and how literary works reflect and challenge cultural norms and values of their time.  1. Students Should be able to write comparative work in the students should be able to determine how literary works reflect and challenge cultural norms and values of their time.  1. Students Should be able to write comparative work in the students should be able to determine how literary works reflect and challenge cultural norms and values of their time.  1. In the final project on Conjenting the final project, submission of the final project on fine final project. Analysis and interpretation of teats of the final project, submission of the final project, submission of the final project on fine manalyse.  1. In the final project on fine final project, submission of the final project on fine final project, submission o	200/
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**Evaluation Percentage Recap: Case Study** 

No	Evaluation	Percentage
1.	Participatory Activities	32.92%
2.	Project Results Assessment / Product Assessment	32.92%
3.	Practice / Performance	32.92%
4.	Test	1.25%
		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** 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.