



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

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Comparative Literature	8811102023	Study Program Elective Courses	T=2	P=0	ECTS=4.48	3	May 11, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Ali Mustofa, S.S, M.Pd				Dr. Titik Indarti, M.Pd.	

Learning model	Case Studies
-----------------------	---------------------

Program Learning Outcomes (PLO)	PLO study program which is charged to the course																					
	PLO-5	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 based on academic ethics.																				
	Program Objectives (PO)																					
	PO - 1	Students should be able to analyze literary works from different cultures, languages, and historical periods. They should be able to compare and contrast these works and identify similarities and differences in themes, literary techniques, and cultural contexts.																				
	PO - 2	Students should be able to conduct research using a variety of sources, including primary and secondary sources. They should be able to identify relevant sources and evaluate the credibility and reliability of the information presented																				
	PO - 3	Students should be able to write clear and concise essays that demonstrate their understanding of the literary works they are analyzing. They should be able to use appropriate terminology and literary concepts to support their arguments.																				
	PO - 4	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 literary 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, philosophy, and anthropology. They should be able to understand how these disciplines influence and are influenced by literature.																				
PLO-PO Matrix																						
	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">P.O</th> <th style="width: 15%;">PLO-5</th> <th style="width: 15%;">PLO-6</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td></tr> <tr><td>PO-6</td><td></td><td></td></tr> </tbody> </table>	P.O	PLO-5	PLO-6	PO-1			PO-2			PO-3			PO-4			PO-5			PO-6		
P.O	PLO-5	PLO-6																				
PO-1																						
PO-2																						
PO-3																						
PO-4																						
PO-5																						
PO-6																						

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

		<table border="1"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>PO-6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																	PO-5																	PO-6																
P.O	Week																																																																																																																																																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																																																																																																								
PO-1																																																																																																																																																								
PO-2																																																																																																																																																								
PO-3																																																																																																																																																								
PO-4																																																																																																																																																								
PO-5																																																																																																																																																								
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	<p>Main :</p> <ol style="list-style-type: none"> Bassnett, Susan. 1993. <i>Comparative Literature: A Critical Introduction</i>. UK: Blackwell Publishers Bery, Ashok and Murray P. 2000. <i>Comparing Postcolonial Literatures : Dislocations</i>. Great Britain: MacMillan Press Ltd Jost, Francois. <i>Introduction to Comparative Literature</i>. Indianapolis: Bobbs Merrill, 1974. Guillen, Claudio. <i>The Challenge of Comparative Literature</i>. Trans. Cola Franzen. Cambridge: Harvard University Press, 1993. Spivak, Gayatri. <i>Death of A Discipline</i>. New York: Columbia University Press, 2003. • Stalknecht, Newton, and Horst Frenz, eds. <i>Comparative Literature: Method and Perspective</i>. Revised edition. Carbondale: Southern Illinois University Press, 1971. • Wellek, Rene, and Austin Warren. <i>Theory of Literature</i>, 3rd ed. New York: Harcourt, Brace and World, 1956. <p>Supporters:</p> <ol style="list-style-type: none"> Articles and essays from journals such as <i>Literary and cultural studies</i>, <i>comparative literature</i>, <i>critical literary theories</i>, and many others 																																																																																																																																																							
Supporting lecturer	Dr. Tengsoe Tjahjono, M.Pd. Dr. Ali Mustofa, S.S., 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)																																																																																																																																																	

1	<p>1. Analyze literary works from different cultures, languages, and historical periods in order to identify themes, motifs, and symbols.</p> <p>2. Compare and contrast literary works to identify similarities and differences in literary techniques, character development, and narrative structure.</p>	<p>1. Students should be able to identify themes, motifs, and symbols</p> <p>2. Students should be able to identify similarities and differences in literary techniques, character development, and narrative structure.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Story and Plot 2. Creativity and Originality 3. Identification of Key Themes and Elements 4. Analysis of Key Elements and Themes 5. Writing quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Offline: Lecture discussion; in class reading; sharing and discussion; Q and A for reflective practice 2 X 50</p>	<p>Material: Introduction to comparative literature References: <i>Bassnett, Susan. 1993. Comparative Literature: A Critical Introduction. UK: Blackwell Publishers</i> <i>Bery, Ashok and Murray P. 2000. Comparing Postcolonial Literatures : Dislocations. Great Britain: MacMillan Press Ltd</i> <i>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.</i> <i>Spivak, Gayatri. Death of A Discipline. New York: Columbia University Press, 2003. • Stalknecht, 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.</i></p> <p>Material: Motifs, structure, story, and plot Library: Articles and essays from journals such as <i>Literary and cultural studies, comparative literature, critical literary theories, and many others</i></p>	5%
---	--	--	--	--	--	----

2	<p>1. Evaluate how literary works reflect the cultural, social, and historical contexts in which they were produced.</p> <p>2. Develop arguments that are supported by evidence from the literary works being studied.</p>	<p>1. Students should be able to evaluate how literary works reflect the cultural, social, and historical contexts in which they were produced</p> <p>2. Students should be able to develop arguments by evidence from the literary works they study</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Story and Plot 2. Creativity and Originality 3. Identification of Key Themes and Elements 4. Analysis and interpretation of texts 5. Writing Quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Offline: Lectures; Discussion and sharing; Q and A 2 X 50</p>		<p>Material: Story and Structure Bibliography: <i>Bassnett, Susan. 1993. Comparative Literature: A Critical Introduction. UK: Blackwell Publishers</i> <i>Bery, Ashok and Murray P. 2000. Comparing Postcolonial Literatures : Dislocations. Great Britain: MacMillan Press Ltd</i> <i>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. • Stalknecht, 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.</i></p> <p>Material: Literary studies in comparison Library: Articles and essays from journals such as <i>Literary and cultural studies, comparative literature, critical literary theories, and many others</i></p>	5%
---	--	--	---	--	--	---	----

3	<p>1. Identify relevant primary and secondary sources for literary research, including books, articles, and archival material.</p> <p>2. Evaluate the reliability and credibility of sources and synthesize information from multiple sources to support a research argument.</p>	<p>1. Students should be able to identify relevant primary and secondary sources for literary research, including books, articles, and archival material</p> <p>2. Students should be able to evaluate the reliability and credibility of sources and synthesize information from multiple sources to support a research argument</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Story and Plot 2. Identification of Key Themes and Elements 3. Creativity and Originality 4. Analysis and interpretation of texts 5. Writing Quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests</p>	<p>Offline: Lectures; Workshops; Sharing and Discussion; Q and A for better reflection 2 X 50</p>		<p>Material: Story and Plot</p> <p>Bibliography: <i>Bassnett, Susan. 1993. Comparative Literature: A Critical Introduction. UK: Blackwell Publishers</i> <i>Bery, Ashok and Murray P. 2000. Comparing Postcolonial Literatures : Dislocations. Great Britain: MacMillan Press Ltd</i> <i>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.</i> <i>Spivak, Gayatri. Death of A Discipline. New York: Columbia University Press, 2003.</i> <i>Stalknecht, Newton, and Horst Frenz, eds. Comparative Literature: Method and Perspective. Revised edition. Carbondale: Southern Illinois University Press, 1971.</i> <i>Wellek, Rene, and Austin Warren. Theory of Literature, 3rd ed. New York: Harcourt, Brace and World, 1956.</i></p> <p>Material: Strategies in doing comparative literature</p> <p>Library: Articles and essays from journals such as <i>Literary and cultural studies, comparative literature, critical literary theories, and many others</i></p>	5%
---	---	---	--	---	--	---	----

4	<p>1. Evaluate the reliability and credibility of sources and synthesize information from multiple sources to support a research argument on comparative literature</p> <p>2. Use digital tools and databases to find and analyze literary texts and criticism on comparative literature</p>	<p>1. Students should be able to evaluate the reliability and credibility of sources and synthesize information from multiple sources to support a research argument on comparative literature</p> <p>2. Students should be able to use digital tools and databases to find and analyze literary texts and criticism on comparative literature</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis and interpretation of texts 4. Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Offline: Lectures; Workshops; Sharing and Discussion; Q and A for better reflective practice 2 X 50</p>	<p>Material:</p> <p>Some literary elements and motifs in comparison</p> <p>Reference: <i>Bassnett, Susan. 1993. Comparative Literature: A Critical Introduction. UK: Blackwell Publishers</i> <i>Bery, Ashok and Murray P. 2000. Comparing Postcolonial Literatures : Dislocations. Great Britain: MacMillan Press Ltd</i> <i>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.</i> <i>Spivak, Gayatri. Death of A Discipline. New York: Columbia University Press, 2003.</i> <i>Stalknecht, Newton, and Horst Frenz, eds. Comparative Literature: Method and Perspective. Revised edition. Carbondale: Southern Illinois University Press, 1971.</i> <i>Wellek, Rene, and Austin Warren. Theory of Literature, 3rd ed. New York: Harcourt, Brace and World, 1956.</i></p> <p>-----</p> <p>Material: How to do things with comparative literature.</p> <p>Pustaka: Articles and essays from journals such as <i>Literary and cultural studies, comparative literature, critical literary theories, and many others</i></p>	4%
---	--	--	--	--	--	----

5	<p>1. Use clear and concise language to express ideas about literary works comparatively</p> <p>2. Use literary terminology and concepts in comparative literature appropriately to analyze literary texts and develop arguments</p>	<p>1. Students should be able to use clear and concise language to express ideas about literary works comparatively</p> <p>2. Students should be able to use literary terminology and concepts in comparative literature appropriately to analyze literary texts and develop arguments</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis and interpretation of texts 4. Analysis and applications 5. Writing Quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Offline: Lectures; Workshops; Sharing and Discussion; Q and A for better reflective practice 2 X 50</p>		<p>Material: Index in comparative literature</p> <p>References: Bassnett, Susan. 1993. <i>Comparative Literature: A Critical Introduction</i>. UK: Blackwell Publishers Bery, Ashok and Murray P. 2000. <i>Comparing Postcolonial Literatures : Dislocations</i>. Great Britain: MacMillan Press Ltd Jost, Francois. <i>Introduction to Comparative Literature</i>. Indianapolis: Bobbs Merrill, 1974. Guillen, Claudio. <i>The Challenge of Comparative Literature</i>. Trans. Cola Franzen. Cambridge: Harvard University Press, 1993. Spivak, Gayatri. <i>Death of A Discipline</i>. New York: Columbia University Press, 2003. • Stalknecht, Newton, and Horst Frenz, eds. <i>Comparative Literature: Method and Perspective</i>. Revised edition. Carbondale: Southern Illinois University Press, 1971. • Wellek, Rene, and Austin Warren. <i>Theory of Literature</i>, 3rd ed. New York: Harcourt, Brace and World, 1956.</p> <p>Material: The elements of comparative literature</p> <p>Library: Articles and essays from journals such as <i>Literary and cultural studies</i>, <i>comparative literature</i>, <i>critical literary theories</i>, and many others</p>	4%
---	--	--	---	--	--	---	----

6	<p>1. Develop an argumentative thesis on comparative literature that is supported by evidence from the literary works being studied</p> <p>2. Use clear and concise language to express ideas about literary works in comparison</p>	<p>1. Students should be able to develop an argumentative thesis on comparative literature that is supported by evidence from the literary works being studied</p> <p>2. Students should be able to use clear and concise language to express ideas about literary works in comparison</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis and interpretation of texts 4. Analysis and applications 5. Writing Quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Presentation Lecture and discussion Sharing Workshop on technological advances which supports the development of comparative literature 2 X 50</p>		<p>Material: All materials which have been discussed during the offline and online sessions</p> <p>Reader: Bassnett, Susan. 1993. <i>Comparative Literature: A Critical Introduction</i>. UK: Blackwell Publishers</p> <p>Bery, Ashok and Murray P. 2000. <i>Comparing Postcolonial Literatures : Dislocations. Great Britain: MacMillan Press Ltd</i></p> <p>Jost, Francois. <i>Introduction to Comparative Literature</i>. Indianapolis: Bobbs Merrill, 1974.</p> <p>Guillen, Claudio. <i>The Challenge of Comparative Literature</i>. Trans. Cola Franzen. Cambridge: Harvard University Press, 1993.</p> <p>Spivak, Gayatri. <i>Death of A Discipline</i>. New York: Columbia University Press, 2003.</p> <p>Stalknecht, Newton, and Horst Frenz, eds. <i>Comparative Literature: Method and Perspective</i>. Revised edition. Carbondale: Southern Illinois University Press, 1971.</p> <p>Wellek, Rene, and Austin Warren. <i>Theory of Literature</i>, 3rd ed. New York: Harcourt, Brace and World, 1956.</p>	3%
---	--	--	---	---	--	--	----

7	<p>1. Identify and analyze cultural stereotypes and biases in literary works</p> <p>2. Understand how literary works reflect the cultural, social, and historical contexts in which they were produced</p> <p>3. Analyze how literary works reflect and challenge cultural norms and values</p> <p>4. Develop an awareness of one's own cultural biases and assumptions in doing comparative literature</p>	<p>1. Students should be able to identify and analyze cultural stereotypes and biases in literary works</p> <p>2. Students should be able to identify how literary works reflect the cultural, social, and historical contexts in which they were produced</p> <p>3. Students should be able to analyze how literary works reflect and challenge cultural norms and values</p> <p>4. Students should be able to develop an awareness of one's own cultural biases and assumptions in doing comparative literature</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis and interpretation of texts 4. Analysis and applications 5. Writing Quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Presentation Lecture and discussion Sharing Workshop on technological advances which supports the development of comparative literature 2 X 50</p>	<p>Material: Literature in comparison Reference: <i>Bassnett, Susan. 1993. Comparative Literature: A Critical Introduction. UK: Blackwell Publishers</i> <i>Bery, Ashok and Murray P. 2000. Comparing Postcolonial Literatures : Dislocations. Great Britain: MacMillan Press Ltd</i> <i>Jost, Francois. Introduction to Comparative Literature. Indianapolis: Bobbs Merrill, 1974.</i> <i>Guillen, Claudio. The Challenge of Comparative Literature. Trans. Cola Franzen. Cambridge: Harvard University Press, 1993.</i> <i>Spivak, Gayatri. Death of A Discipline. New York: Columbia University Press, 2003.</i> <i>Stallknecht, Newton, and Horst Frenz, eds. Comparative Literature: Method and Perspective. Revised edition. Carbondale: Southern Illinois University Press, 1971.</i> <i>Wellek, Rene, and Austin Warren. Theory of Literature, 3rd ed. New York: Harcourt, Brace and World, 1956.</i></p>	3%
---	---	---	--	---	--	----

8	<p>1. In the mid term test, students are able to identify relevant primary and secondary sources for literary research, including books, articles, and archival material.</p> <p>2. Evaluate the reliability and credibility of sources and synthesize information from multiple sources to support a research argument</p> <p>3. Use appropriate citation styles to give credit to sources and avoid plagiarism.</p> <p>4. Use digital tools and databases to find and analyze literary texts and criticism in comparison</p>	<p>1. Students are able to identify relevant primary and secondary sources for literary research, including books, articles, and archival material</p> <p>2. Students should be able to evaluate the reliability and credibility of sources and synthesize information from multiple sources to support a research argument</p> <p>3. Students should be able to make use of appropriate citation styles to give credit to sources and avoid plagiarism</p> <p>4. Students should be able to use digital tools and databases to find and analyze literary texts and criticism in comparison</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis and interpretation of texts 4. Analysis and applications 5. Writing Quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>		<p>Mid term test: take home exam 2 x 50</p>	<p>Material: All materials discussed in previous meetings</p> <p>Reader: <i>Bassnett, Susan. 1993. Comparative Literature: A Critical Introduction. UK: Blackwell Publishers</i> <i>Bery, Ashok and Murray P. 2000. Comparing Postcolonial Literatures : Dislocations. Great Britain: MacMillan Press Ltd</i> <i>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.</i> <i>Spivak, Gayatri. Death of A Discipline. New York: Columbia University Press, 2003. •</i> <i>Stallknecht, Newton, and Horst Frenz, eds. Comparative Literature: Method and Perspective. Revised edition. Carbondale: Southern Illinois University Press, 1971. •</i> <i>Wellek, Rene, and Austin Warren. Theory of Literature, 3rd ed. New York: Harcourt, Brace and World, 1956.</i></p>	20%
---	--	---	---	--	---	--	-----

9	<p>1.Understand how literary works interact with other disciplines, such as history, philosophy, and anthropology.</p> <p>2.Synthesize knowledge from multiple disciplines to analyze literary works.</p>	<p>1.Students should be able to identify how literary works interact with other disciplines, such as history, philosophy, and anthropology.</p> <p>2.Students should be able to synthesize knowledge from multiple disciplines to analyze literary works.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Creativity and Originality 2.Identification of Key Themes and Elements 3.Analysis of Key Elements and Themes 4.Analysis and applications 5.Writing Quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Offline: Lecturing; sharing ideas and discussing the topics being covered in the session; Q and A for reflection 2 X 50</p>	<p>Material: All materials discussed in previous meetings</p> <p>Reader: <i>Bassnett, Susan. 1993. Comparative Literature: A Critical Introduction. UK: Blackwell Publishers</i> <i>Bery, Ashok and Murray P. 2000. Comparing Postcolonial Literatures : Dislocations. Great Britain: MacMillan Press Ltd</i> <i>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.</i> <i>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.</i></p>	3%
---	---	---	---	--	--	----

10	<p>1.Understand how literature reflects and shapes cultural and historical developments</p> <p>2.Analyze how literary works relate to contemporary issues and debates in other disciplines.</p>	<p>1.Students should be able to determine how literature reflects and shapes cultural and historical developments</p> <p>2.Students should be able to analyze how literary works relate to contemporary issues and debates in other disciplines</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Creativity and Originality 2.Identification of Key Themes and Elements 3.Analysis of Key Elements and Themes 4.Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Lecture Workshop Sharing and Discussion Mini Conference Q and A 2 X 50</p>		<p>Material: All materials which have been discussed during the offline and online sessions</p> <p>Reader: <i>Bassnett, Susan. 1993. Comparative Literature: A Critical Introduction. UK: Blackwell Publishers</i> <i>Bery, Ashok and Murray P. 2000. Comparing Postcolonial Literatures : Dislocations. Great Britain: MacMillan Press Ltd</i> <i>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.</i> <i>Spivak, Gayatri. Death of A Discipline. New York: Columbia University Press, 2003. • Stalknecht, 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.</i></p>	3%
----	---	---	---	---	--	---	----

11	<p>1. Analyze and compare literary works from different cultures, languages, and historical periods to identify common themes, literary techniques, and cultural contexts</p> <p>2. Develop and defend arguments based on evidence from literary works.</p> <p>3. Evaluate the reliability and credibility of literary sources.</p>	<p>1. Students should be able to analyze and compare literary works from different cultures, languages, and historical periods to identify common themes, literary techniques, and cultural contexts</p> <p>2. Students should be able to develop and defend arguments based on evidence from literary works</p> <p>3. Students should be able to evaluate the reliability and credibility of literary sources</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Idea and Organization 4. Analysis of Key Elements and Themes 5. Analysis and applications 6. Writing Quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Offline: Lectures; Workshops; Sharing and Discussion; Mini Conference; Q and A 2 X 50</p>	<p>Material: All materials discussed in previous meetings</p> <p>Reader: <i>Bassnett, Susan. 1993. Comparative Literature: A Critical Introduction. UK: Blackwell Publishers</i> <i>Bery, Ashok and Murray P. 2000. Comparing Postcolonial Literatures : Dislocations. Great Britain: MacMillan Press Ltd</i> <i>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.</i> <i>Spivak, Gayatri. Death of A Discipline. New York: Columbia University Press, 2003.</i> <i>Stallknecht, Newton, and Horst Frenz, eds. Comparative Literature: Method and Perspective. Revised edition. Carbondale: Southern Illinois University Press, 1971.</i> <i>Wellek, Rene, and Austin Warren. Theory of Literature, 3rd ed. New York: Harcourt, Brace and World, 1956.</i></p>	3%
----	---	--	--	--	--	----

12	<p>1. Analyze literary works from different cultures, languages, and historical periods to identify themes, motifs, and symbols with special references to some literary works from Victorian works</p> <p>2. Compare and contrast literary works from Victorian works to identify similarities and differences in literary techniques, character development, and narrative structure</p> <p>3. Evaluate how literary works from the Victorian period reflect the cultural, social, and historical contexts in which they were produced</p> <p>4. Develop arguments that are supported by evidence from the literary works being studied</p>	<p>1. Students should be able to analyze literary works from different cultures, languages, and historical periods to identify themes, motifs, and symbols with special references to some literary works from Victorian works</p> <p>2. Students should be able to compare and contrast literary works from Victorian works to identify similarities and differences in literary techniques, character development, and narrative structure</p> <p>3. Students should be able to evaluate how literary works from the Victorian period reflect the cultural, social, and historical contexts in which they were produced</p> <p>4. Students should be able to develop arguments that are supported by evidence from the literary works being studied</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis and applications 4. Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Lecture Workshop Mini Conference Sharing and Discussion Q and A 2 X 50</p>	<p>Material: All materials which have been discussed during the offline and online sessions</p> <p>Reader: Bassnett, Susan. 1993. <i>Comparative Literature: A Critical Introduction</i>. UK: Blackwell Publishers Bery, Ashok and Murray P. 2000. <i>Comparing Postcolonial Literatures : Dislocations</i>. Great Britain: MacMillan Press Ltd Jost, Francois. <i>Introduction to Comparative Literature</i>. Indianapolis: Bobbs Merrill, 1974. Guillen, Claudio. <i>The Challenge of Comparative Literature</i>. Trans. Cola Franzen. Cambridge: Harvard University Press, 1993. Spivak, Gayatri. <i>Death of A Discipline</i>. New York: Columbia University Press, 2003. • Stalknecht, Newton, and Horst Frenz, eds. <i>Comparative Literature: Method and Perspective</i>. Revised edition. Carbondale: Southern Illinois University Press, 1971. • Wellek, Rene, and Austin Warren. <i>Theory of Literature</i>, 3rd ed. New York: Harcourt, Brace and World, 1956.</p>	3%
----	---	---	---	---	--	----

13	<p>1. Identify and analyze the social, cultural, and historical context of literary works from different eras with special references of the works of <i>The Old Man and The Sea</i> and <i>The Life of Pi</i></p> <p>2. Understand how those literary works reflect the cultural and historical developments of their time</p> <p>3. Analyze how different historical contexts can affect the interpretation of those two literary works</p>	<p>1. Students should be able to identify and analyze the social, cultural, and historical context of literary works from different eras with special references of the works of <i>The Old Man and The Sea</i> and <i>The Life of Pi</i></p> <p>2. Students should be able to determine how those literary works reflect the cultural and historical developments of their time</p> <p>3. Students should be able to analyze how different historical contexts can affect the interpretation of those two literary works</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis and interpretation of texts 4. Analysis and applications 5. Writing Quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Offline: Lectures; Sharing and Discussion; Workshops; Q and A for reflection 2 X 50</p>		<p>Material: All materials which have been discussed during the offline and online sessions</p> <p>Reader: <i>Bassnett, Susan. 1993. Comparative Literature: A Critical Introduction. UK: Blackwell Publishers</i> <i>Bery, Ashok and Murray P. 2000. Comparing Postcolonial Literatures : Dislocations. Great Britain: MacMillan Press Ltd</i> <i>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.</i> <i>Spivak, Gayatri. Death of A Discipline. New York: Columbia University Press, 2003.</i> <i>Stalknecht, Newton, and Horst Frenz, eds. Comparative Literature: Method and Perspective. Revised edition. Carbondale: Southern Illinois University Press, 1971.</i> <i>Wellek, Rene, and Austin Warren. Theory of Literature, 3rd ed. New York: Harcourt, Brace and World, 1956.</i></p>	3%
----	---	---	---	--	--	---	----

14	<p>1. Compare and contrast literary works from different genres to identify similarities and differences in literary techniques, themes, and motifs.</p> <p>2. Analyze how literary movements and styles from different genres have evolved over time</p> <p>3. Evaluate the significance of literary works from different genres and eras in their cultural and historical contexts.</p>	<p>1. Students should be able to compare and contrast literary works from different genres to identify similarities and differences in literary techniques, themes, and motifs.</p> <p>2. Students should be able to analyze how literary movements and styles from different genres have evolved over time</p> <p>3. Students should be able to evaluate the significance of literary works from different genres and eras in their cultural and historical contexts.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis and applications 4. Writing Quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Offline: Lectures; workshops; mini-conference; presentation 2 X 50</p>		<p>Material: All materials discussed in previous meetings</p> <p>Reader: Bassnett, Susan. 1993. <i>Comparative Literature: A Critical Introduction</i>. UK: Blackwell Publishers</p> <p>Bery, Ashok and Murray P. 2000. <i>Comparing Postcolonial Literatures : Dislocations</i>. Great Britain: MacMillan Press Ltd</p> <p>Jost, Francois. <i>Introduction to Comparative Literature</i>. Indianapolis: Bobbs Merrill, 1974.</p> <p>Guillen, Claudio. <i>The Challenge of Comparative Literature</i>. Trans. Cola Franzen. Cambridge: Harvard University Press, 1993.</p> <p>Spivak, Gayatri. <i>Death of A Discipline</i>. New York: Columbia University Press, 2003.</p> <p>Stallknecht, Newton, and Horst Frenz, eds. <i>Comparative Literature: Method and Perspective</i>. Revised edition. Carbondale: Southern Illinois University Press, 1971.</p> <p>Wellek, Rene, and Austin Warren. <i>Theory of Literature</i>, 3rd ed. New York: Harcourt, Brace and World, 1956.</p>	3%
----	---	--	--	---	--	---	----

15	<p>1. Compare and contrast literary works from different genres to identify similarities and differences in literary techniques, themes, and motifs.</p> <p>2. Analyze how literary movements and styles from different genres have evolved over time</p> <p>3. Evaluate the significance of literary works from different genres and eras in their cultural and historical contexts.</p>	<p>1. Students should be able to compare and contrast literary works from different genres to identify similarities and differences in literary techniques, themes, and motifs.</p> <p>2. Students should be able to analyze how literary movements and styles from different genres have evolved over time</p> <p>3. Students should be able to evaluate the significance of literary works from different genres and eras in their cultural and historical contexts.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis and applications 4. Writing Quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Offline: Lectures; workshops; mini-conference; presentation 2 X 50</p>		<p>Material: All materials discussed in previous meetings</p> <p>Reader: Bassnett, Susan. 1993. <i>Comparative Literature: A Critical Introduction</i>. UK: Blackwell Publishers</p> <p>Bery, Ashok and Murray P. 2000. <i>Comparing Postcolonial Literatures : Dislocations</i>. Great Britain: MacMillan Press Ltd</p> <p>Jost, Francois. <i>Introduction to Comparative Literature</i>. Indianapolis: Bobbs Merrill, 1974.</p> <p>Guillen, Claudio. <i>The Challenge of Comparative Literature</i>. Trans. Cola Franzen. Cambridge: Harvard University Press, 1993.</p> <p>Spivak, Gayatri. <i>Death of A Discipline</i>. New York: Columbia University Press, 2003.</p> <p>Stallknecht, Newton, and Horst Frenz, eds. <i>Comparative Literature: Method and Perspective</i>. Revised edition. Carbondale: Southern Illinois University Press, 1971.</p> <p>Wellek, Rene, and Austin Warren. <i>Theory of Literature</i>, 3rd ed. New York: Harcourt, Brace and World, 1956.</p>	3%
----	---	--	--	---	--	---	----

16	<p>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 eras</p> <p>2. Use of particular literary terminology and concepts appropriately to support arguments</p> <p>3. Develop an argumentative thesis that is supported by evidence from the literary works being studied</p> <p>4. Understand how literary works reflect and challenge cultural norms and values of their time.</p>	<p>1. 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 eras</p> <p>2. Students should be able to use particular literary terminology and concepts appropriately to support arguments</p> <p>3. Students should be able to develop an argumentative thesis that is supported by evidence from the literary works being studied</p> <p>4. Students should be able to determine how literary works reflect and challenge cultural norms and values of their time</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Analysis of Key Elements and Themes 4. Analysis and interpretation of texts 5. Idea and Organization 6. Analysis and applications 7. Writing Quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>		<p>Online: Consultation, Preparing the final project, submission of the final project Online</p>	<p>Material: All materials which have been discussed during the offline and online sessions</p> <p>Reader: Bassnett, Susan. 1993. <i>Comparative Literature: A Critical Introduction</i>. UK: Blackwell Publishers Bery, Ashok and Murray P. 2000. <i>Comparing Postcolonial Literatures : Dislocations</i>. Great Britain: MacMillan Press Ltd Jost, Francois. <i>Introduction to Comparative Literature</i>. Indianapolis: Bobbs Merrill, 1974. Guillen, Claudio. <i>The Challenge of Comparative Literature</i>. Trans. Cola Franzen. Cambridge: Harvard University Press, 1993. Spivak, Gayatri. <i>Death of A Discipline</i>. New York: Columbia University Press, 2003. • Stalknecht, Newton, and Horst Frenz, eds. <i>Comparative Literature: Method and Perspective</i>. Revised edition. Carbondale: Southern Illinois University Press, 1971. • Wellek, Rene, and Austin Warren. <i>Theory of Literature</i>, 3rd ed. New York: Harcourt, Brace and World, 1956.</p>	30%
----	--	---	---	--	--	--	-----

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

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.