



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																
Methods Of Research In Literature	8811102107		T=2 P=0 ECTS=4.48	2	July 18, 2024																																
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																
	.....		.....		Dr. Titik Indarti, M.Pd.																																
<b>Learning model</b>	Case Studies																																				
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																				
	Program Objectives (PO)																																				
	PLO-PO Matrix																																				
		P.O																																			
<b>Short Course Description</b>	This course aims to give students a coherent understanding of various theoretical and critical tools used to interpret texts by introducing them to strategies of close reading and to larger discussions regarding textual analysis. Although the course will not necessarily encompass the entire history of literary and cultural criticism, it will examine a range of schools and methods. These schools and methods will be grounded historically and will be situated and contextualized within larger critical conversations that have developed over time																																				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<b>Main :</b>																																				
	<ol style="list-style-type: none"> <li>1. Harner, 4th ed. 2002. Literary Research Guide</li> <li>2. Gibaldi, 2nd ed. 1998. The MLA Style Manual and Guide to Scholarly Publishing</li> <li>3. Holman, Harmon. 9th ed., 1998. A Handbook to Literature,</li> <li>4. Greetham. 1994. Textual Scholarship: An Introduction</li> <li>5. Tyson, Lois. 2006. Critical Theory Today: A User-Friendly Guide</li> </ol>																																				
<b>Supporting lecturer</b>	<b>Supporters:</b>																																				
<b>Supporting lecturer</b>	Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D. Dr. Ali Mustofa, S.S., M.Pd. Ahmad Munir, S.Pd., M.Ed., Ph.D.																																				
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time ]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																														
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																														

1	<p>Analyzing multiple genres of cultural expression at the level of both content and form; Doing the same for what is called theoretical or critical writing; Understanding key debates in the history of reading, and remaining alert to the fact that reading is historical; Speculating about the role of literary thinking in the 21st century, with attention to its institutional situation, the history of its practices, and the possibilities for its future; Creating critical interventions of one's own, in multiple genres, using close analysis of cultural forms to make larger claims about the world and how people live in it.</p>	<p>Being able to analyze multiple genres of cultural expression at the level of both content and form; Having the capability to Do the same for what is called theoretical or critical writing; Being able to Understand key debates in the history of reading, and remaining alert to the fact that reading is historical; Being able to Speculate about the role of literary thinking in the 21st century, with attention to its institutional situation, the history of its practices, and the possibilities for its future; Having the competency to Create critical interventions of one's own, in multiple genres, using close analysis of cultural forms to make larger claims about the world and how people live in it</p>		<p>Lecture Workshop Mini conference Sharing and Discussion 2 X 50</p>			0%
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**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

**Notes**

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment:** test and non-test.
- 8. Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.



9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.