

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

Document Code

UNES	A											
			SI	EMESTE	ER LEAF	RNING	PL	AN				
Courses	1		CODE		Course Fami	y	Cre	Credit Weight			SEMESTER	Compilation Date
Methods Literatur		esearch In	8811102	107				P=0	ECTS=	4.48	2	July 18, 2024
AUTHOR	RIZAT	TION	SP Deve	loper		Course C	Cluster	Coo	rdinator		Study Progra Coordinator	
											Dr. Titik Indarti, M.Pd.	
Learning model	9	Case Studies										
Program		PLO study pro	gram that is o	harged to the	course							
Learning Outcom	g ies	Program Object	ctives (PO)									
(PLO)		PLO-PO Matrix	(
P.O												
		PO Matrix at th	e end of each	learning sta	ge (Sub-PO)							
			P.O									
			1	2 3	4 5 6	7 8	9	10	11 1	.2	13 14	15 16
Short Course Descript	tion	This course aims introducing them necessarily enco schools and met have developed of	to strategies ompass the enti hods will be gr	f close reading re history of lite	and to larger of arger of and to larger of and cultur	discussions al criticism,	regard it will e	ing te exami	xtual anal ne a rang	lysis. e of s	Although the schools and m	course will not ethods. These
Referen	ces	Main :										
		 Gibaldi, Holman, Greethai 	Harmon. 9th e m. 1994. Textua	he MLA Style M d., 1998. A Han al Scholarship:	h Guide Manual and Gui dbook to Litera An Introduction ay: A User-Frier	ture,	ırly Pul	olishir	ng			
		Supporters:										
Support lecturer	Supporting lecturer Prof. Dra. Pratiwi R Dr. Ali Mustofa, S.S Ahmad Munir, S.Pd				, Ph.D.							
Week-	eac	al abilities of h learning ge b-PO)	Eva	aluation Criteria & Fo	orm Offline	Learning Student As [Estima			D Learning, Ing methods, Assignments, Imated time] Online (online)			Assessment Weight (%)
(1)		(2)	(3)	(4)		(5)			(6)	,	(7)	(8)
(-)		(-)	(9)	(-)		(-)			(5)		(')	(3)

			-		1	-	
1	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.	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		Lecture Workshop Mini conference Sharing and Discussion 2 X 50			0%

1	1					
2	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.	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 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 world how people live in it	c	ectureWorkshopMini conferenceSharing and Discussion 2 X 50		0%

3	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.	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	Mini Shar	ure Workshop Conference ring and ussion 50		0%

4	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.	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 pen it	Lecture Worskhop Sharing and Discussion Mini conference 2 X 50		0%

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

genrés si level of le content a Doing th what is a theoretic critical w Understa debates history o and rem alert to t reading i historica Speculat the role thinking century, attention institutio situation history o practices possibilit future; C critical intervent one's ow multiple using cle analysis forms to larger cle	and form; e same for isalled al or riting; in the f reading, aining bey in the f reading, aining about of literary in the 21st with to its nal ithe ithe 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 nistorical; 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 in the or literary in the of literary in the or literary in the level ad the level act the level and the level act the same for what is called theoretical or critical writing; Being able to be the level act the act the level act the level act the level act the level act the act the level act the level act the level act the level act the act the level act the level act the level act the level act the	LectureWorkshopMini conferenceSharing and Discussion 2 X 50		0%

,				,	
	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.	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	LectureWorkshopMini conferenceSharing and Discussion 2 X 50		0%

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

	1			-		
9	Analyzing multiple	Being able		Mid Term Test: One		0%
	genres of cultural	to analyze		critical essay (3-5		
	expression at the	multiple		pages, normal-		
	level of both	genres of		looking font.) This is a		
	content and form;	cultural				
	Doing the same for	expression		short, sharp critical		
	what is called	at the level		engagement with one		
	theoretical or	of both		or more texts covered		
	critical writing;	content and		in class: an academic		
	Understanding key	form; Having		paper in the standard		
	debates in the	the		form, one's own		
	history of reading,	capability to				
	and remaining	Do the same		critical points of view ,		
	alert to the fact that	for what is		bold of argument, and		
	reading is	called		shined, prose wise, to		
	historical;	theoretical		a gleaming polish.		
	Speculating about	or critical		Prompts will be		
	the role of literary	writing;		provided, but you are		
	thinking in the 21st	Being able		encouraged to break		
	century, with	to		•		
	attention to its	Understand		from them to		
	institutional	key debates		compose your own		
	situation, the	in the history		questions and topics;		
	history of its	of reading,		Open book, open		
	practices, and the	and		notes, no Googling.		
	possibilities for its	remaining		The mid-term is just		
	future; Creating	alert to the				
	critical	fact that		that: a temperature-		
	interventions of	reading is		taking of your work so		
	one's own, in	historical;		far, assessing your		
	multiple genres,	Being able		capacity to engage		
	using close	to Speculate		imaginatively and		
	analysis of cultural	about the		substantively with the		
	forms to make	role of		material to this point.		
	larger claims about	literary				
	the world and how	thinking in		2 X 50		
	people live in it.	the 21st				
		century, with				
		attention to				
		its				
		institutional				
		situation, the				
		history of its				
		practices,				
		and the				
	1	possibilities				
]	for its future;				
	1	Having the				
]	competency				
]	to Create				
	1	critical				
	1	interventions				
]	of one's				
]	own, in				
]	multiple				
	1	genres,				
	1	using close				
]	analysis of				
]	cultural				
		forms to				
	1	make larger				
1]	claims about				
1]	the world				
		and how				
]	people live				
<u> </u>	<u> </u>	in it			 	

10	Analyzing multiple	Poing abla	Looturo\A/aulahanAAiai		00/
10	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.	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 litterary 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	LectureWorkshopMini conferenceSharing and Discussion 2 X 50		0%

	1	-	T	T	
11	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.	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	LectureWorkshopMini conferenceSharing and Discussion 2 X 50		0%

12	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.	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	LectureWorkshopMini conferenceSharing and Discussion 2 x 50	0%
13				0%

14	Analyzing multiple	Being able	LectureWorkshopMini		0%
	genres of cultural	to analyze	conferenceSharing		370
	expression at the	multiple	and Discussion		
	level of both content and form;	genres of cultural	2 X 50		
	Doing the same for	expression			
	what is called	at the level			
	theoretical or	of both			
	critical writing; Understanding key	content and			
	debates in the	form; Having the			
	history of reading,	capability to			
	and remaining	Do the same			
	alert to the fact that	for what is			
	reading is historical;	called theoretical			
	Speculating about	or critical			
	the role of literary	writing;			
	thinking in the 21st	Being able			
	century, with attention to its	to Understand			
	institutional	key debates			
	situation, the	in the history			
	history of its practices, and the	of reading, and			
	possibilities for its	remaining			
	future; Creating	alert to the			
	critical	fact that			
	interventions of one's own, in	reading is historical;			
	multiple genres,	Being able			
	using close	to Speculate			
	analysis of cultural	about the			
	forms to make larger claims about	role of literary			
	the world and how	thinking in			
	people live in it.	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			
					[

			ı		T	
15	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.	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		LectureWorkshopMini conferenceSharing and Discussion 2 X 50		0%

16 Analyzing multiple genres of cultural expression at the level of both content and form;
what is called theoretical or critical writing; Understanding key thistory of reading, and remaining alert to the fact that reading is historical; Speculian gabality to thinking in the 21st century, with attention to its institutional situation, the possibilities for its future; Creating critical interventions of ones own, in multiple generacy of thinking in the 21st century, with a possibilities for its future; Hawing the possibilities for its institutional situation, and analysis of cultural forms to make larger claims about the possibilities for its future; Hawing the competency of century, with a possibilities for its future; Hawing the competency of century, with a century, with a competency of the competency of canal strain the possibilities for its future; Hawing the competency of canal strain and the possibilities for its future; Hawing the competency of canal strain and the possibilities for its future; Hawing the competency of canal strain and the possibilities for its future; Hawing the competency of canal strain and the possibilities for its future; Hawing the competency of canal strain and the possibilities for its future; Hawing the competency of canal strain and the possibilities for its future; Hawing the competency of canal strain and the possibilities for its future; Hawing the competency of canal strain and the possibilities for its future; Hawing the competency of canal strain and the possibilities for its future; Hawing the competency of canal strain and the possibilities for its future; Hawing the competency of canal strain and the possibilities for its future; Hawing the competency of canal strain and the possibilities for its future; Hawing the competency of canal strain and the possibilities for its future; Hawing the competency of the possibilities for its future; Hawing the competency of the possibilities for its future; Hawing the competency of the possibilities for its future. Hawing the competency of the possibilities for its future that the possibilities for the future for the fut

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage						
		Ω%						

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.
- 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
- 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.