



**UNESA**  
Universitas Negeri Surabaya

## COURSE SYLLABUS

Revision Date: \_\_\_\_\_

Faculty : Faculty of Languages and Arts  
 Study Program: S-1 English Educacation  
 Subject : Drama in EFL  
 Code :  
 Credit Hours : 2  
 Semester : 6  
 Pre-requisite : -  
 Lecturer(s) : TIM

<b>Learning Outcomes:</b>	<p><b>Learning outcomes</b></p> <p><b>PLO</b></p> <ol style="list-style-type: none"> <li>2. Demonstrate good understanding about the concepts of English learning in national and global perspectives.</li> <li>3. Implement the concepts of applied linguistics in English learning.</li> <li>4. Plan, carry out and evaluate English instructions effectively and creatively.</li> <li>9. Participate in life-long education, professional development and update of technology development.</li> <li>12. Show the characters of religious, smart, independent, honest, caring and strong.</li> </ol>
	<p><b>CLO</b></p> <ol style="list-style-type: none"> <li>1. Being able to design and demonstrate a lesson plan using English/American plays and English translations of playsfor English language learning in primary and secondary schools</li> <li>2. Mastering the concept of literary elements and the principles of using English/American plays in EFL classrooms</li> <li>3. Being able to demonstrate teaching English based on a lesson plan using English/American plays</li> </ol>
<b>Description:</b>	This subject explores the application of English/American plays and English translations of plays for English language

	<p>learning in primary and secondary schools. This covers: (1) the concepts of literary elements and the principles of using English/American plays in EFL classrooms, (2) the steps to design a lesson plan using English/American plays, (3) the application of English/American plays in EFL classrooms and its reflection. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.</p>
<p><b>References:</b></p>	<p><b>References</b></p> <ol style="list-style-type: none"> <li>1. Barnet, Sylvan, M. Berman, W. Burto, dan M. Stubbs. 1996. Literature for Composition: Essays, Fiction, Poetry, and Drama. New York: Harper Collins.</li> <li>2. Lazar, Gillian. 2009. Literature and language Teaching (19th edition): A Guide for Teachers and Trainers. Great Britain: Cambridge University Press.</li> <li>3. McCarthy, Tara. 1997 Teaching Literary Elements: Easy Strategies and Activities to Help Kids Explore and Enrich Their Experiences with Literature. New York: Scholastic Professional Books.</li> <li>4. Sanger, K. 2001. The language of drama. USA &amp; Canada: Routledge.</li> <li>5. Vandergrift, Kay E. 1990. Children's Literature: Theory, Research, and Teaching. Colorado: Libraries Unlimited Inc.</li> </ol>

### A. Teaching and Learning Process

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/ Media	Time Allotment	Learning Experience
1-2	To show understanding of drama definition and its categories	To explain the definition of drama  To classify the examples of drama	What is drama	<ul style="list-style-type: none"> <li>• brainstorming</li> <li>• lecturing</li> <li>• classroom discussion</li> <li>• buzz group</li> </ul>	Book [1], [2], [3]	2x100'	<ul style="list-style-type: none"> <li>• brainstorming on the definition of drama</li> <li>• discussing what prose is and why we read drama</li> <li>• brainstorming on elements of drama</li> </ul>
3	To show understanding of drama literary elements (intrinsic & extrinsic)  To examine the intrinsic and extrinsic elements of drama	To explain each literary element of prose  To analyze the intrinsic and extrinsic elements of a play	Elements of prose	<ul style="list-style-type: none"> <li>• lecturing</li> <li>• classroom discussion</li> <li>• group discussion</li> </ul>	Book [4]	100'	<ul style="list-style-type: none"> <li>• in groups, identify elements of drama</li> <li>• summarizing a play in no more than 150 words</li> <li>• Explaining each literary element of drama</li> </ul>

4	Ditto	Ditto	Elements of drama	<ul style="list-style-type: none"> <li>• lecturing</li> <li>• classroom discussion</li> </ul>	[5]	100'	<ul style="list-style-type: none"> <li>• in groups, identify elements of drama</li> <li>• summarizing in no more than 150 words</li> <li>• Explaining each literary element of drama</li> </ul>
5	Ditto	Ditto	Elements of prose			100	<ul style="list-style-type: none"> <li>• in groups, identify elements of drama</li> <li>• summarizing in no more than 150 words</li> <li>• Explaining each literary element of drama</li> </ul>
6	To show understanding of symbolism and allegory	To explain symbolism and allegory	Symbolism and Allegory	<ul style="list-style-type: none"> <li>• lecturing</li> <li>• classroom discussion</li> <li>• buzz group</li> <li>• demonstration</li> </ul>	[5]	100'	<ul style="list-style-type: none"> <li>• in groups, identify symbolism in a work of drama</li> <li>• summarizing a play in no more than 150 words</li> <li>• Explaining symbolism in a work</li> </ul>
7	Ditto	Ditto	Symbolism and Allegory	<ul style="list-style-type: none"> <li>• lecturing</li> <li>• classroom discussion</li> <li>• buzz group</li> <li>• demonstration</li> </ul>	[5]	100'	<ul style="list-style-type: none"> <li>• in groups, identify symbolism in a work of drama</li> <li>• summarizing a play in no more than 150 words</li> <li>• Explaining symbolism in a work</li> </ul>
8	Mid Term Test						

9	To show understanding of the purposes, fundamental principles, and approaches for teaching prose	To explain the purposes, fundamental principles, and approaches for teaching prose		<ul style="list-style-type: none"> <li>• brainstorming</li> <li>• lecturing</li> <li>• classroom discussion</li> <li>• buzz group</li> </ul>	[1]	100'	<ul style="list-style-type: none"> <li>• discussing the principles of drama and language teaching</li> <li>• sharing ideas</li> <li>• constructing suitable assessment</li> <li>• sharing to the class</li> </ul>
10-12	<p>To use the concept of material selection to choose a short story</p> <p>To identify the strategies and media in teaching prose</p> <p>To create a lesson plan using prose</p>	<p>To select a short story as an appropriate material in EFL classrooms</p> <p>To discuss the strategies and media in teaching prose</p> <p>To design a lesson plan using prose</p>	Material Development	<ul style="list-style-type: none"> <li>• lecturing</li> <li>• classroom discussion</li> <li>• buzz group</li> </ul>	Book [1], [2], [3]	3x100'	<ul style="list-style-type: none"> <li>• discussing how to develop teaching materials</li> <li>• in groups, selecting suitable materials</li> <li>• sharing to the class</li> <li>• in groups, selecting any kinds of existed materials using drama</li> <li>• sharing to the class</li> <li>• comparing the two kinds of materials and choosing the most suitable</li> </ul>
13-15	To apply the theories of teaching prose through simulation	To demonstrate the teaching of prose in EFL classrooms based on the students' lesson plans	Teaching practice	<ul style="list-style-type: none"> <li>• teaching demonstration</li> <li>• classroom discussion</li> </ul>	Book [1], [2], [3]	3x100'	<ul style="list-style-type: none"> <li>• based on the students' lesson plans, demonstrating how to teach English using drama</li> <li>• discussing the performance</li> <li>• giving feedback</li> </ul>
16	Final Test						

## B. Assessment

Indicator	Assessment				
	Technique	Form	Instrument	Criteria	Weight(%)
Being able to design and demonstrate a lesson plan using English/American drama	Written test	Essay	Construct a lesson plan based on the instructional objectives	<p>The highest score is got if</p> <ol style="list-style-type: none"> <li>1. The indicators are constructed systematically based on the competence level.</li> <li>2. The method/technique/learning model is appropriate</li> <li>3. The media is effective</li> <li>4. The materials fulfill students' interest and needs.</li> <li>5. The teaching and learning process is constructed based on the indicators, time allotment, learning technique, and media.</li> <li>6. The assessment is constructed based on the learning objectives, and completed by the instrument and the rubric.</li> </ol>	40
Mastering the concept of drama elements and the principles of using English/American drama in EFL classrooms	Written test	Essay	Analyze elements of a play	The highest score is got if the students can analyze a play appropriately	25

Being able to demonstrate teaching practice based on a lesson plan using English/American drama	Oral test	Presentation Performance	Demonstrate teaching English based on a lesson plan designed	The highest score is got if the students can demonstrate teaching English based on a lesson plan designed.	35
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Note: The highest score is got from the students' participation, not only from their attendance, but also their active response in learning process including in group discussion and task accomplishment.

Mengetahui,  
Ketua Jurusan

Surabaya,  
Dosen,

TIM