



UNESA
Universitas Negeri Surabaya

COURSE SYLLABUS

Revision Date: _____

Faculty : Faculty of Languages and Arts
 Study Program: S-1 English Education
 Subject : Prose in EFL
 Code : 08324244
 Credit Hours : 2
 Semester : 6
 Pre-requisite : -
 Lecturer(s) : TIM

Learning Outcomes:	<p>Program Learning Outcomes (PLO)</p> <ul style="list-style-type: none"> • PLO: • 2. Demonstrate good understanding about the concepts of English learning in national and global perspectives. • 3. Implement the concepts of applied linguistics in English learning. • 4. Plan, carry out and evaluate English instructions effectively and creatively. • 6. Create products related to English learning. • 11. Demonstrate awareness of academic values, ethics and norms. •
	<p>Course Learning Outcomes (CLO)</p> <p>CLO</p> <ol style="list-style-type: none"> 1. Being able to design and demonstrate a lesson plan using English/American prose (short story or novel excerpt) and English translations of prose for English language learning in primary and secondary schools 2. Mastering the concept of prose elements and the principles of using English/American prose in EFL classrooms 3. Being able to make a right decision in selecting materials and teaching approach when designing a lesson plan using English/American prose 4. Being able to demonstrate teaching practice based on a lesson plan using English/American prose

Description:	This subject explores the application of English/American prose (short story or novel excerpt) and English translations of prose for English language learning in primary and secondary schools. This covers: (1) the concepts of prose literary elements and the principles of using English/American prose in EFL classrooms, (2) the steps to design a lesson plan using English/American prose, (3) the application of English/American prose in EFL classrooms and its reflection. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment.
References:	<ol style="list-style-type: none"> 1. Barnet, Sylvan, M. Berman, W. Burto, dan M. Stubbs. 1996. Literature for Composition: Essays, Fiction, Poetry, and Drama. New York: Harper Collins. 2. Lazar, Gillian. 2009. Literature and language Teaching (19th edition): A Guide for Teachers and Trainers. Great Britain: Cambridge University Press. 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. 4. Amigoni, David. 2000. The English Novel and Prose narrative. Edinburgh: Edinburgh University Press. <p>Vandergrift, Kay E. 1990. Children's Literature: Theory, Research, and Teaching. Colorado: Libraries Unlimited Inc.</p>

A. Teaching and Learning Process

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

4	Ditto	Ditto	Elements of prose	<ul style="list-style-type: none"> lecturing classroom discussion 	[5]	100'	<ul style="list-style-type: none"> in groups, identify elements of prose summarizing the short stories and novel in no more than 150 words Explaining each literary element of prose
5	Ditto	Ditto	Elements of prose			100	<ul style="list-style-type: none"> in groups, identify elements of prose summarizing the short stories and novel in no more than 150 words Explaining each literary element of prose
6	To show understanding of symbolism and allegory	To explain symbolism and allegory	Symbolism and Allegory	<ul style="list-style-type: none"> lecturing classroom discussion buzz group demonstration 	[5]	100'	<ul style="list-style-type: none"> in groups, identify symbolism in a work summarizing the short stories and novel in no more than 150 words Explaining symbolism in a work
7	Ditto	Ditto	Symbolism and Allegory	<ul style="list-style-type: none"> lecturing classroom discussion buzz group demonstration 	[5]	100'	<ul style="list-style-type: none"> in groups, identify symbolism in a work summarizing the short stories and novel in no more than 150 words Explaining symbolism in a work
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"> • brainstorming • lecturing • classroom discussion • buzz group 	[1]	100'	<ul style="list-style-type: none"> • discussing the principles of prose and language teaching • sharing ideas • constructing suitable assessment • sharing to the class
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"> • lecturing • classroom discussion • buzz group 	Book [1], [2], [3]	3x100'	<ul style="list-style-type: none"> • discussing how to develop teaching materials • in groups, selecting suitable materials • sharing to the class • in groups, selecting any kinds of existed materials using prose • sharing to the class • comparing the two kinds of materials and choosing the most suitable
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"> • teaching demonstration • classroom discussion 	Book [1], [2], [3]	3x100'	<ul style="list-style-type: none"> • based on the students' lesson plans, demonstrating how to teach English using prose • discussing the performance • giving feedback
16	Final Test						

B. Assessment

Indicator	Assessment				
	Technique	Form	Instrument	Criteria	Weight(%)
Being able to design and demonstrate a lesson plan using English/American prose (short story or novel excerpt) and English translations of prose for English language learning in primary and secondary schools	Written test	Essay	Construct a lesson plan based on the instructional objectives	The highest score is got if 1. The indicators are constructed systematically based on the competence level. 2. The method/technique/learning model is appropriate 3. The media is effective 4. The materials fulfill students' interest and needs. 5. The teaching and learning process is constructed based on the indicators, time allotment, learning technique, and media. 6. The assessment is constructed based on the learning objectives, and completed by the instrument and the rubric.	40
Mastering the concept of prose elements and the principles of using English/American prose in EFL classrooms	Written test	Essay	Analyze prose, short story elements of a	The highest score is got if the students can analyze a short story appropriately	25

Being able to demonstrate teaching practice based on a lesson plan using English/American prose	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