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|  UNESA Universitas Negeri Surabaya | COURSE SYLLABUS | Revision Date: _____ |
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Faculty : Faculty of Languages and Arts
Study Program: S-1 English Education
Subject : Introduction to Literature
Code : 8820302110
Credit Hours : 2
Semester : 3
Pre-requisite : -
Lecturer(s) : TIM

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| Learning Outcomes: | Program Learning Outcomes (PLO) <ul style="list-style-type: none"> • PLO- 1 : Demonstrate speaking and writing competence at the level of B2 CEFR • PLO- 3 : Implement the concepts of applied linguistics in English learning • PLO-11: Demonstrate awareness of academic values, ethics and norms |
| | Course Learning Outcomes (CLO) CLO: <ol style="list-style-type: none"> 1. Being able to analyse literary works (poetry, prose, drama) in terms of intrinsic elements 2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) 3. Being able to make right decision to analyse literary works (poetry, prose, drama) in terms of intrinsic elements 4. Being responsible to make a simple analysis of literary works |
| Description: | Introduction to Literature is an introductory level literature course designed to introduce students the various genres of literature,. This course train students to enhance their skill in to understand, critically analyze, and (hopefully) enjoy the |

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| | <p>literary genres of the short story, poetry, the novel, drama. Students will explore the basic concepts of literary technique, narrative, poetic, and dramatic structures. In addition to these theoretical skills, students will also read below the surface of the texts in this class for their historical, ethical, psychological, social, and philosophical value, developing insight in how literature gives us a window into both the experiences of others and wider appreciation for the human condition. In addition, through assignments in class (quizzes, exams, essays, and discussions) students will learn how to intelligently respond to the sometimes complicated concepts found in works of literature. The goal here is for students to be able to take skills of critical thought beyond engagement with literature only into their wider interactions with an increasingly complicated world, which of course will continue to be reflected in the human output of literary works.</p> |
| <p>References:</p> | <ol style="list-style-type: none"> 1. Perrine, Laurence. 1984. <i>Literature; structure, sound and sense</i>. Harcourt brace jovanovich 2. Barnet, Sylvan & E.Cain, William. 2002. <i>A Short Guide to Writing about Literature</i>. Longman |

A. Teaching and Learning Process

| Meetings | Objectives* | Indicators | Materials** | Learning Strategy | Sources/ Media | Time Allotment | Learning Experience |
|----------|---|---|----------------------------------|--|----------------|----------------|--|
| 1-2 | Possessing knowledge of intrinsic elements of literature (poetry, prose, drama) | I <ul style="list-style-type: none"> • Identify intrinsic elements of prose • Identify intrinsic elements of poetry • Identify intrinsic elements of drama | Intrinsic elements of literature | <ul style="list-style-type: none"> • brainstorming • lecturing • classroom discussion • buzz group | Book 1, 2 | 2x100' | <ul style="list-style-type: none"> • brainstorming on what is literature and why we learn literature • discussing about what prose, poetry, drama are • discussing differences between prose, poetry, and drama • discussing elements of prose, poetry, and drama. |
| 3-6 | Being able to analyse intrinsic elements of prose* | <ul style="list-style-type: none"> • Identify character, setting, theme, conflict, symbolism • Explain character, conflict, setting, theme, symbolism | Short stories | <ul style="list-style-type: none"> • lecturing • classroom discussion • buzz group | Book 1 | 100' | <ul style="list-style-type: none"> • Identifying elements of prose • Discussing elements of poetry • presentation |
| 7-11 | Being able to analyse intrinsic elements of poetry | <ul style="list-style-type: none"> • identify rhyme, rhythm, tone | poems | <ul style="list-style-type: none"> • lecturing • classroom discussion | 1 | 100' | <ul style="list-style-type: none"> • identifying elements of poetry • discussing elements of poetry • presentation |

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| 12-15 | Being able to perform drama | <ul style="list-style-type: none"> performing a drama | plays | <ul style="list-style-type: none"> video viewing discussion | Book 1, 2 | 100' | <ul style="list-style-type: none"> video viewing discussing elements of drama presentation |
| 16 | Final Test | | | | | | |

B. Assessment

| Indicator | Assessment | | | | |
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| | Technique | Form | Instrument | Criteria | Weight(%) |
| Being able to analyse intrinsic elements of prose* | Written test | Essay | Analyse the intrinsic elements of a literary work of prose | The highest score is got if the students can identify, explain, and discuss the intrinsic elements of a literary work (prose) comprehensively. | 40 |
| Being able to analyse intrinsic elements of poetry | Written test | Essay | Analyse the intrinsic elements of poetry | The highest score is got if the students can identify, explain, and discuss the intrinsic elements of a literary work (prose) comprehensively | 25 |
| Being able to perform a drama | Oral test | Presentation Performance | Demonstrate a monologue or soliloquy and publish in a you tube channel | The highest score is got if the students can perform a monologue or soliloquy of a play appropriately | 35 |

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.

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