



**UNESA**  
Universitas Negeri Surabaya

## COURSE SYLLABUS

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

Faculty : Faculty of Languages and Arts  
 Study Program: S-1 English Education  
 Subject : Literary Appreciation  
 Code : 8820303140  
 Credit Hours : 2  
 Semester : 5  
 Pre-requisite : -  
 Lecturer(s) : TIM

<b>Learning Outcomes:</b>	<b>Program Learning Outcomes (PLO)</b> <ul style="list-style-type: none"> <li>• PLO- 1 : Demonstrate speaking and writing competence at the level of B2 CEFR</li> <li>• PLO- 3 : Implement the concepts of applied linguistics in English learning</li> <li>• PLO-11: Demonstrate awareness of academic values, ethics and norms</li> </ul>
	<b>Course Learning Outcomes (CLO)</b>  CLO: <ol style="list-style-type: none"> <li>1. Being able to analyse literary works (poetry, prose, drama) in terms of intrinsic elements</li> <li>2. Possessing knowledge of intrinsic elements of literature (poetry, prose, drama)</li> <li>3. Being able to make right decision to analyse literary works (poetry, prose, drama) in terms of intrinsic elements</li> <li>4. Being responsible to make a simple analysis of literary works</li> </ol>
<b>Description:</b>	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. In

	<p>Introducing the students with the techniques of literary analysis. It also equips the students with understanding and how to analyse literary works, especially for enjoyment and understanding. It also trains the students to respond to literary works. 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><b>References:</b></p>	<ol style="list-style-type: none"> <li>1. Perrine, Laurence. 1984. <i>Literature; structure, sound and sense</i>. Harcourt brace jovanovich</li> <li>2. Barnet, Sylvan &amp; E.Cain, William. 2002. <i>A Short Guide to Writing about Literature</i>. Longman</li> </ol>

## 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"> <li>Identify intrinsic elements of prose</li> <li>Identify intrinsic elements of poetry</li> <li>Identify intrinsic elements of drama</li> </ul>	Intrinsic elements of literature	<ul style="list-style-type: none"> <li>brainstorming</li> <li>lecturing</li> <li>classroom discussion</li> <li>buzz group</li> </ul>	Book 1, 2	2x100'	<ul style="list-style-type: none"> <li>brainstorming on what is literature and why we learn literature</li> <li>discussing about what prose, poetry, drama are</li> <li>discussing differences between prose, poetry, and drama</li> <li>discussing elements of prose, poetry, and drama.</li> </ul>
3-6	Being able to analyse intrinsic elements of prose*	<ul style="list-style-type: none"> <li>Identify character, setting, theme, conflict, symbolism</li> <li>Explain character, conflict, setting, theme, symbolism</li> </ul>	Short stories	<ul style="list-style-type: none"> <li>lecturing</li> <li>classroom discussion</li> <li>buzz group</li> </ul>	Book 1	100'	<ul style="list-style-type: none"> <li>Identifying elements of prose</li> <li>Discussing elements of poetry</li> <li>presentation</li> </ul>
7-11	Being able to analyse intrinsic elements of poetry	<ul style="list-style-type: none"> <li>identify rhyme, rhythm, tone</li> </ul>	poems	<ul style="list-style-type: none"> <li>lecturing</li> <li>classroom discussion</li> </ul>	1	100'	<ul style="list-style-type: none"> <li>identifying elements of poetry</li> <li>discussing elements of poetry</li> <li>presentation</li> </ul>

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

## B. Assessment

Indicator	Assessment				
	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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