

Module/Course: Children Literature					
Module/Course Title: Drama Appreciation	Student Workload MK 2 sks > ((2 x 110) + (2 x 60)) x 15) : 60 = ((220 + 120) x 15) : 60 = 85 hours	Credits (ECTS) 2 CU (Credit Units) x 1,59 = 3,18 ECTS (European Credit Transfer System)	Semester Even semester	Frequency 2 CU x 15 meetings = 30	Duration 15 meetings
1	Types of courses a. Lecturing b. Discussion (Case Study Method) c. Presentation	Contact hours (60+50)= 110x2= 220 minutes	Independent study 60x2=120 minutes 120:60=2x14= 28 hours	Class size 35 students	
2	Prerequisites for participation (if applicable) All skills are required in this course				
3	<p>PLO 2: Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication.</p> <p>PLO 6: Being able to create sound academic or non-academic works both oral and written for various audiences and purposes</p> <p>PLO 7: Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.</p> <p>PLO 8: Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement</p>				

Course Learning Outcomes (CLO):

CLO 3 Being able to demonstrate an understanding of the history and evolution of children's literature, including its various genres, themes, and cultural contexts

CLO 6 Being able to develop creativity and imagination through reading and writing children's literature. They will be able to identify and appreciate the various creative techniques used by authors and illustrators to convey meaning, and apply these techniques in their own writing

CLO 7 Being able to develop critical thinking skills and analytical tools to read and evaluate children's literature. They will be able to analyze the literary elements, such as plot, character, theme, and language, and identify the social and cultural implications of children's literature

CLO 8 Being able to develop effective communication and collaboration skills through group discussions, presentations, and group projects. They will be able to express their own ideas and perspectives effectively and listen actively to others

Lesson Learning Outcomes (LLO):

LLO 1. Being able to grab an understanding of the various literary genres within children's literature and how to identify and analyze them

LLO 2. Being able to analyze the cultural and social contexts of a children's book, and how these contexts shape the experiences of readers and characters

LLO 3. Being able to evaluate the representation of diverse cultures and perspectives in a children's book, and consider how these representations contribute to or challenge broader societal values and norms.

LLO 4. Being able to develop critical thinking skills by analyzing and evaluating various children's books through the lens of case studies

LLO 5. Being able to learn to effectively communicate their ideas through written assignments and class discussions

LLO 6. Being able to develop an appreciation for the power of storytelling and the impact of literature on young readers

LLO 7. Being able to identify and understand literary themes and motifs within children's literature

	<p>LLO 8. Being able to identify the importance of cultural context and historical background in analyzing and understanding children's literature</p> <p>LLO 9. Being able to think creatively and come up with their own ideas for children's books, drawing on the lessons and examples from the case studies</p> <p>LLO 10. Being able to connect themes and ideas across different children's books and case studies, and apply these insights to their own creative work</p>
4	<p>Subject aims/Content</p> <p>This course will provide a comprehensive overview of children's literature, using the case study method to encourage students to think deeply about the stories and messages conveyed in these important literary works. By the end of the course, students will have developed critical thinking, communication, and creative skills that can be applied to their academic and personal pursuits. This course provides an in-depth exploration of the diverse range of literature available for children, using the case study method to analyze and evaluate various literary works. Through close reading, discussion, and creative projects, students will develop critical thinking skills and an appreciation for the power of storytelling. The course will cover a variety of literary genres, including picture books, chapter books, and young adult novels. Each class will focus on a specific case study, analyzing the themes, motifs, and literary devices used within the selected work. Case studies will cover a range of topics, including the representation of diversity, the use of humor in children's literature, and the role of imagination in storytelling</p>
5	<p>Teaching methods</p> <p>Case Study Method: through case studies in this way, students can develop their critical thinking and problem-solving skills, as well as deepen their understanding of the complexities and nuances of children's literature</p>
6	<p>Assessment Methods</p> <p>The assessment methods include:</p>

	<ol style="list-style-type: none"> 1. Case study analyses: Assign case studies of specific children's books or themes and ask students to analyze and interpret them using course concepts and literary techniques. 2. Book reviews: Assign students to read a selection of children's books and write reviews that demonstrate their understanding of the book's literary elements, themes, and relevance to children's lives. 3. Presentations: Have students present on a particular author, literary movement, or theme in children's literature, using research and analysis to demonstrate their knowledge and understanding. 4. Reflective writing: Assign regular reflective writing prompts that ask students to critically analyze their own reading experiences, their understanding of literary concepts, and their growth as readers and thinkers. 5. Group projects: Assign students to work in small groups to analyze and interpret a selection of children's books, developing their collaborative and communication skills while demonstrating their knowledge of literary concepts and themes. 6. Exams: Administer exams that test students' understanding of course concepts and literary techniques, and their ability to apply these to the analysis of specific children's books or themes
7	<p>This module is used in the following study programme as well</p> <p>Undergraduate program</p>
8	<p>Modul Coordinator</p> <p>Diana Budi Darma, S.S, M.Pd</p>
9	<p>Main References:</p> <ol style="list-style-type: none"> 1. "Children's Literature: A Very Short Introduction" by Kimberley Reynolds. This book provides an overview of the history and development of children's literature, with a focus on key themes and genres. 2. "The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases" by William Ellet. This book provides a comprehensive guide


to the case study method, with practical tips and strategies for analyzing and writing about case studies.

3. "Children's Literature: An Anthology, 1801-1902" edited by Peter Hunt. This anthology collects a range of classic and lesser-known works of children's literature from the 19th century, providing insight into the development of the genre.
4. "The Norton Anthology of Children's Literature: The Traditions in English" edited by Jack Zipes, et al. This anthology collects a wide range of children's literature, including fairy tales, fables, picture books, and young adult novels.
5. "How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines" by Thomas C. Foster. While not specifically focused on children's literature, this book provides practical guidance on how to analyze and interpret literary works, making it a valuable resource for students of all levels.
6. "The Lion and the Unicorn: A Critical Journal of Children's Literature" is an academic journal that publishes articles and reviews on children's literature, providing a forum for critical discussion and analysis of the field.

Supplementary Readings:

1. O'Connell, Rebecca. "Building Cultural Bridges with International Children's Literature." *Reading Teacher*, vol. 71, no. 3, 2017, pp. 285-293.
2. Hunt, Peter. "What Really Matters in Children's Literature?" *Children's Literature Association Quarterly*, vol. 43, no. 4, 2018, pp. 400-406.
3. Nel, Philip. "The Cat in the Hat and the End of Empathy." *Children's Literature in Education*, vol. 49, no. 3, 2018, pp. 237-250.
4. Glenn, Wendy J. "Critical Literacy and Children's Literature: The Power of Critique." *Language Arts*, vol. 95, no. 3, 2018, pp. 168-176.
5. Nodelman, Perry. "The Hidden Adult: Defining Children's Literature." *Children's Literature Association Quarterly*, vol. 7, no. 2, 1982, pp. 29-35.
6. Provenzo, Eugene F., Jr. "Lessons from Young Adult Literature: Imagining a Brave New World." *Phi Delta Kappan*, vol. 91, no. 5, 2010, pp. 30-35.
7. Horvath, Polly. "Disintegrating the Narrative in Young Adult Fiction." *Children's Literature in Education*, vol. 48, no. 3, 2017, pp. 268-281.
8. Anderson, Karen. "Fostering Cultural Competence Through Children's Literature." *Language Arts*, vol. 87, no. 2, 2009, pp. 114-122.

9. Stephens, John. "Mourning in Children's Literature." Children's Literature Association Quarterly, vol. 44, no. 1, 2019, pp. 20-33.
10. Marchetta, Melina. "Mature Themes in Young Adult Fiction: Looking at an Evolving Genre." English in Australia, vol. 53, no. 2, 2018, pp. 30-35

		UNIVERSITAS NEGERI SURABAYA FACULTY OF LANGUAGES AND ARTS ENGLISH LITERATURE STUDY PROGRAM				Document Code	
		LESSON PLAN					
Course		Course Code	Course Cluster	Credit (sks)		Semester	Compilation Date
Children Literature			Literature	T = 2	P = 0	2	September 24, 2022
AUTHORIZATION		Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme	
		Diana Budi Darma, S.S, M.Pd		Dr. Ali Mustofa		Pratiwi Retnaningdyah, Ph.D	
Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses						
	PLO3	Being able to apply concepts and theories of culture to analyse and respond to sociocultural phenomena in culturally-responsive manners.					
	PLO 6	Being able to create sound academic or non-academic works both oral and written for various audiences and purposes					
	PLO 7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2					

PLO 8	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement
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Lesson Learning Outcomes (LLO)	
LLO 1	Being able to gain an understanding of the various literary genres within children's literature and how to identify and analyze them.
LLO 2	Being able to analyze the cultural and social contexts of a children's book, and how these contexts shape the experiences of readers and characters.
LLO 3	Being able to evaluate the representation of diverse cultures and perspectives in a children's book, and consider how these representations contribute to or challenge broader societal values and norms.
LLO 4	Being able to develop critical thinking skills by analyzing and evaluating various children's books through the lens of case studies
LLO 5	Being able to learn to effectively communicate their ideas through written assignments and class discussions.
LLO 6	Being able to develop an appreciation for the power of storytelling and the impact of literature on young readers.
LLO 7	Being able to identify and understand literary themes and motifs within children's literature.
LLO 8	Being able to identify the importance of cultural context and historical background in analyzing and understanding children's literature.
LLO 9	Being able to think creatively and come up with their own ideas for children's books, drawing on the lessons and examples from the case studies.

	LLO 10	Being able to connect themes and ideas across different children's books and case studies, and apply these insights to their own creative work																																																																					
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Brief description of the course	<p>This course will provide a comprehensive overview of children's literature, using the case study method to encourage students to think deeply about the stories and messages conveyed in these important literary works. By the end of the course, students will have developed critical thinking, communication, and creative skills that can be applied to their academic and personal pursuits. This course provides an in-depth exploration of the diverse range of literature available for children, using the case study method to analyze and evaluate various literary works. Through close reading, discussion, and creative projects, students will develop critical thinking skills and an appreciation for the power of storytelling. The course will cover a variety of literary genres, including picture books, chapter books, and young adult novels. Each class will focus on a specific case study, analyzing the themes, motifs, and literary devices used within the selected work. Case studies will cover a range of topics, including the representation of diversity, the use of humor in children's literature, and the role of imagination in storytelling.</p>																																																																						
Study Materials:	<ol style="list-style-type: none"> 1. Children's books: A variety of children's books can be provided for students to read and analyze as case studies. These could include classic works, contemporary literature, and books that represent diverse perspectives and themes. 																																																																						

<p>Learning Materials</p>	<ol style="list-style-type: none"> 2. Reading guides: Reading guides can be provided to help students focus their analysis and understanding of the selected case studies. These guides can include questions, discussion points, and prompts that encourage students to think critically about the themes, literary devices, and impact of the book. 3. Writing prompts: Writing prompts can be provided to help students develop their writing skills and engage creatively with the course material. These prompts can be related to the case studies or broader themes and topics covered in the course. 4. Videos and audio recordings: Videos and audio recordings of authors discussing their work or reading their books aloud can be provided to supplement the course material and provide additional insight into the creative process. 5. Academic articles: Academic articles and book chapters on children's literature and the case study method can be provided to help students develop their understanding of the subject matter and provide additional context for the case studies. 6. Online resources: Online resources, such as discussion forums, blogs, and digital archives of children's literature, can be provided to encourage collaboration and facilitate independent research 	
<p>References</p>	<p>Main references :</p>	<ol style="list-style-type: none"> 1. "Children's Literature: A Very Short Introduction" by Kimberley Reynolds. This book provides an overview of the history and development of children's literature, with a focus on key themes and genres. 2. "The Case Study Handbook: How to Read, Discuss, and Write Persuasively About Cases" by William Ellet. This book provides a comprehensive guide to the case study method, with practical tips and strategies for analyzing and writing about case studies. 3. "Children's Literature: An Anthology, 1801-1902" edited by Peter Hunt. This anthology collects a range of classic and lesser-known works of children's literature from the 19th century, providing insight into the development of the genre. 4. "The Norton Anthology of Children's Literature: The Traditions in English" edited by Jack Zipes, et al. This anthology collects a wide range of children's literature, including fairy tales, fables, picture books, and young adult novels. 5. "How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines" by Thomas C. Foster. While not specifically focused on children's literature, this book provides practical guidance on how to analyze and interpret literary works, making it a valuable resource for students of all levels. 6. "The Lion and the Unicorn: A Critical Journal of Children's Literature" is an academic journal that publishes articles and reviews on children's literature, providing a forum for critical discussion and analysis of the field
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Lecturer (s)	Diana Budi Darma, S.S, M.Pd
Course requirements	All skills courses completed

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, [Time Allotment]	Learning materials [References]	Assessment weight (%)	
		Indicator	Criteria & Form Written/spoken	Offline			Online (synchronous/asynchronous)
(1)			(4)	(5)	(6)	(7)	(8)
1	LLO 1 Being able to grab an understanding of the various literary genres within children's literature and how to identify and analyze them	<p>Introduce the course syllabus and expectations</p> <p>Define case study method and its</p>	Oral & Written	Offline: Discussion, Sharing Ideas and Opinions, Q & A, and Reflective Practice from Peers		1,2,3	3.5%

		<p>applications to children's literature</p> <p>Discuss the importance of critical thinking and analysis in studying children's literature</p>					
2	<p>LLO 1 Being able to grab an understanding of the various literary genres within children's literature and how to identify and analyze them</p> <p>LLO 2 Being able to analyze the cultural and social contexts of a children's book, and how these contexts shape the experiences of readers and characters</p>	<p>Introduce "Charlotte's Web" as the first case study</p> <p>Discuss the historical and cultural context in which the book was written</p> <p>Analyze the themes and literary devices used in the book</p>	Oral & Written	Offline: Discussion, Sharing Ideas and Opinions as well as criticisms, Reflective Practice, Q & A		2,3	3.5%
3	LLO 2 Being able to analyze the cultural and social contexts of a children's book, and	Continue the analysis of "Charlotte's Web"	Oral & Written	Offline: Sharing and Discussion, Short Analysis and Group		2,3,4	3.5%

	<p>how these contexts shape the experiences of readers and characters</p> <p>LLO 3 Being able to evaluate the representation of diverse cultures and perspectives in a children's book, and consider how these representations contribute to or challenge broader societal values and norms</p>	<p>Discuss the impact of the book on children's literature and its enduring popularity</p>		<p>Presentation (I), Feedback and Q & A</p>			
4	<p>LLO 3 Being able to evaluate the representation of diverse cultures and perspectives in a children's book, and consider how these representations contribute to or challenge broader societal values and norms</p>	<p>Introduce "Harry Potter and the Philosopher's Stone" as the second case study</p> <p>Discuss the cultural phenomenon surrounding the book series</p> <p>Analyze the themes and literary devices used in the book</p>	<p>Oral & Written</p>	<p>Offline : Sharing and Discussion, Group Presentation (II), Feedback and Reflective Practice, Q & A</p>		<p>2,3,4</p>	<p>3.5%</p>

5	<p>LLO 3 Being able to evaluate the representation of diverse cultures and perspectives in a children's book, and consider how these representations contribute to or challenge broader societal values and norms</p> <p>LLO 4 Being able to develop critical thinking skills by analyzing and evaluating various children's books through the lens of case studies</p>	<p>Continue the analysis of "Harry Potter and the Philosopher's Stone"</p> <p>Discuss the controversy surrounding the book series and its impact on children's literature</p>	Oral & Written	-	<p>Online: Surfing and Browsing Some Related Sources related to Some Sub Genre of Play(s), Sharing and Discussion, Giving Opinion and Reflective Practice</p>	3,4	3.5%
6	<p>LLO 4 Being able to develop critical thinking skills by analyzing and evaluating various children's books through the lens of case studies</p>	<p>Introduce "The Snowy Day" as the third case study</p> <p>Discuss the historical and cultural context in which the book was written</p> <p>Analyze the themes and</p>	Oral & written	<p>Offline : Sharing and Discussion through lecturing, Dissemination, Q and A</p>		3,5	3.5%

		literary devices used in the book(s)					
7	<p>LLO 5 Being able to learn to effectively communicate their ideas through written assignments and class discussions</p> <p>LLO 6 Being able to develop an appreciation for the power of storytelling and the impact of literature on young readers</p>	<p>Continue the analysis of "The Snowy Day"</p> <p>Discuss the impact of the book on representation in children's literature</p>	Oral & Written	Offline: Discussion, Sharing Ideas and Opinions as well as criticisms, Reflective Practice, Q & A		4,5	3.5%
8	LLO 6 Being able to develop an appreciation for the power of storytelling and the impact of literature on young readers	<p>Mid Term: Analyze "The Giver" as the case study</p> <p>Discuss the dystopian genre in children's literature</p>	Oral & Written	Offline: Mid Term: Analysis and criticisms, Reflective Practice, Q & A		2,3,4 (the work being analyzed will be discussed on the 7 th meeting)	20%

		Analyze the themes and literary devices used in the book					
9	<p>LLO 6 Being able to develop an appreciation for the power of storytelling and the impact of literature on young readers</p> <p>LLO 7 Being able to identify and understand literary themes and motifs within children's literature</p>	<p>Reflective feedback on the analysis of "The Giver"</p> <p>Discuss the controversy surrounding the book and its impact on children's literature</p>	Oral and Written	Offline : Sharing and Discussion, Volunteer Presentation, Feedback and Reflective Practice, Q & A		2,3,4,5	3.5%
10	<p>LLO 7 Being able to identify and understand literary themes and motifs within children's literature</p> <p>LLO 8 Being able to identify the importance of cultural context and historical background in analyzing and understanding children's literature</p>	<p>Introduce "The Absolutely True Diary of a Part-Time Indian" as the fifth case study</p> <p>Discuss the importance of diversity and representation in children's literature</p>	Oral & written	Offline: Discussion, Sharing Ideas and Opinions as well as criticisms, Reflective Practice, Q & A		3,6	3.5%

		Analyze the themes and literary devices used in the book					
11	LLO 8 Being able to identify the importance of cultural context and historical background in analyzing and understanding children's literature	Continue the analysis of "The Absolutely True Diary of a Part-Time Indian" Discuss the controversy surrounding the book and its impact on children's literature	Written	Offline: Discussion, Sharing Ideas and Opinions as well as criticisms, Reflective Practice, Q & A		4,6	3.5%
12	LLO 9 Being able to think creatively and come up with their own ideas for children's books, drawing on the lessons and examples from the case studies	Introduce "Where the Wild Things Are" as the sixth case study Discuss the history and legacy of the book Analyze the themes and	Oral & Written	Offline: Discussion, Sharing Ideas and Opinions as well as criticisms, Reflective Practice, Q & A		3,4	3.5%

		literary devices used in the book					
13	LLO 9 Being able to think creatively and come up with their own ideas for children's books, drawing on the lessons and examples from the case studies	Continue the analysis of "Where the Wild Things Are" Discuss the impact of the book on children's literature and popular culture	Oral & Written	-	Online: Surfing and Browsing Some Related Sources related to Some Sub Genre of Play(s), Sharing and Discussion, Giving Opinion and Reflective Practice	3,4	3.5%
14	LLO 9 Being able to think creatively and come up with their own ideas for children's books, drawing on the lessons and examples from the case studies LLO 10 Being able to connect themes and ideas across different children's books and case studies, and apply these insights to their own creative work	Assign students to present on a case study of their choosing Provide guidelines for the presentations and allow time for questions and discussion	Oral & Written	Offline: Discussion, Sharing Ideas and Opinions as well as criticisms, Reflective Practice, Q & A		4,6	3.5%
15	LLO 8 Being able to identify the importance	Discuss the major themes	Oral and written	Offline: Discussion, Sharing Ideas and		Wrap-up and reflection; checking	3.5%

	<p>of cultural context and historical background in analyzing and understanding children's literature</p> <p>LLO 9 Being able to think creatively and come up with their own ideas for children's books, drawing on the lessons and examples from the case studies.</p> <p>LLO 10 Being able to connect themes and ideas across different children's books and case studies, and apply these insights to their own creative work</p>	<p>and topics covered in the course</p> <p>Allow time for reflection on the case study method and its effectiveness in studying children's literature</p> <p>Provide feedback and suggestions for future learning opportunities in the</p>		<p>Opinions as well as criticisms, Reflective Feedback, Q & A</p>		<p>for the student' readiness for the preparation of short play performance</p>	
16	<p>LLO 9 Being able to think creatively and come up with their own ideas for children's books, drawing on the lessons and examples from the case studies</p>	<p>The final project assignment for a children's literature course with a case study method could involve</p>	<p>Soft Skills, Hard Skills, Creativity, Authenticity, Aesthetic and Originality</p>	<p>Offline: Take Home Exam, Reflective Task, Analysis and Criticism</p>		<p>Case Study of a children's book (discussed in the final meeting)</p>	30%

	LLO 10 Being able to connect themes and ideas across different children's books and case studies, and apply these insights to their own creative work	an activity in which students create their own case study of a children's book.					
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Catatan :

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Teknik penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. **PB**=Proses Belajar, **PT**=Penugasan Terstruktur, **KM**=Kegiatan Mandiri.

Mid Term Assignment with Case Method:

Instruction:

1. Divide the class into small groups.
2. Assign each group a children's book to analyze using the case study method. Each group should choose a different book, so that the class covers a variety of texts.
3. Provide guidelines for the case study, including the elements to be included in the study (such as historical and cultural context, themes, literary devices, impact on children's literature, etc.). Additionally, provide guidelines for how the group should work together to complete the assignment, such as dividing up responsibilities and setting deadlines.
4. Allow students several weeks to work on the project, during which time they should conduct research on the book, read the book multiple times, and gather information on the book's historical and cultural context.
5. Have each group create a written case study of their assigned book that includes the elements outlined in the guidelines.
6. Additionally, each group should create a visual or multimedia component to their case study, such as a poster, video, or presentation, to demonstrate their understanding of the book and its impact.
7. Finally, each group should present their case study to the class, sharing their findings and analysis and engaging in a discussion with their classmates about their chosen book.

Scoring Rubric for Mid Term Assignment:

Criteria	Excellent (3)	Good (2)	Fair (1)	Poor (0)
Identification of Key Themes and Elements	Thoroughly identifies key themes and elements in the children's book.	Adequately identifies key themes and elements in the children's book.	Inadequately identifies key themes and elements in the children's book.	Does not identify key themes and elements in the children's book.
Analysis of Literary Devices	Thoroughly analyzes the use of literary devices in the children's book.	Adequately analyzes the use of literary devices in the children's book.	Inadequately analyzes the use of literary devices in the children's book.	Does not analyze the use of literary devices in the children's book.
Connection to Course Concepts	Thoroughly connects the analysis of the book to course concepts and materials.	Adequately connects the analysis of the book to course concepts and materials.	Inadequately connects the analysis of the book to course concepts and materials.	Does not connect the analysis of the book to course concepts and materials.
Writing Quality	Writing is clear, well-organized, and free of errors.	Writing is mostly clear, well-organized, and contains few errors.	Writing is somewhat unclear, disorganized, or contains errors.	Writing is unclear, disorganized, or contains many errors.
Overall Grade	9-10	7-8	5-6	0-4

Final Term Assignment with Case Method:

Instruction:

1. Provide guidelines for the case study, including the book to be analyzed and the elements to be included in the study (such as historical and cultural context, themes, literary devices, impact on children's literature, etc.)
2. Allow students to choose a book that they are interested in studying.
3. Have students conduct research on the book, including reading the book multiple times, researching the author, and gathering information on the book's historical and cultural context.
4. Have students create a written case study of the book that includes the elements outlined in the guidelines.
5. Additionally, students could be required to create a visual or multimedia component to their case study, such as a poster, video, or presentation, to demonstrate their understanding of the book and its impact.
6. Finally, students could present their case study to the class, sharing their findings and analysis and engaging in a discussion with their classmates about their chosen book.

Scoring Rubric for Final Term:

Criteria	Excellent (3)	Good (2)	Fair (1)	Poor (0)
Analysis of Historical and Cultural Context	Thoroughly analyzes the historical and cultural context of the book.	Adequately analyzes the historical and cultural context of the book.	Inadequately analyzes the historical and cultural context of the book.	Does not analyze the historical and cultural context of the book.
Analysis of Themes and Literary Devices	Thoroughly analyzes the themes and literary devices of the book.	Adequately analyzes the themes and literary devices of the book.	Inadequately analyzes the themes and literary devices of the book.	Does not analyze the themes and literary devices of the book.
Impact on Children's Literature	Thoroughly analyzes the book's impact on the field of children's literature.	Adequately analyzes the book's impact on the field of children's literature.	Inadequately analyzes the book's impact on the field of children's literature.	Does not analyze the book's impact on the field of children's literature.
Writing Quality	Writing is clear, well-organized, and free of errors.	Writing is mostly clear, well-organized, and contains few errors.	Writing is somewhat unclear, disorganized, or contains errors.	Writing is unclear, disorganized, or contains many errors.
Visual/Multimedia Component	Visual or multimedia component is visually appealing and effectively enhances the case study analysis.	Visual or multimedia component is somewhat visually appealing and contributes to the case study analysis.	Visual or multimedia component is not visually appealing or does not effectively contribute to the case study analysis.	No visual or multimedia component is included.
Overall Grade	9-10	7-8	5-6	0-4

Reflective Feedback:

Write your feedback of the course regarding these following guidelines:

I hope this course on children's literature with a case study method has been informative and engaging for you. I would appreciate your feedback on the course, so that I can continue to improve it for future students.

Firstly, I would like to know what you found to be the most useful or interesting part of the course. Was it the case studies we examined, the supplementary readings, the class discussions, or something else? Your input will help me understand what aspects of the course are most effective in promoting your learning.

Secondly, I would like to know if there were any areas of the course that you found challenging or confusing. Did you struggle with any of the readings or concepts? Did you feel like you had enough support to complete the assignments and exams? Your feedback will help me identify areas where I can provide more guidance or resources to future students.

Lastly, I would appreciate any suggestions you have for improving the course. Is there anything you would like to see changed or added to the syllabus? Do you have any ideas for how we could make the case study method even more effective? Your ideas and feedback are valuable to me and will be taken into consideration as I revise the course for future semesters.

Thank you for your hard work and dedication to this course. I hope it has been a valuable learning experience for you, and I look forward to hearing your feedback.