

INTRODUCTION TO LITERATURE

FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA

WORKLOAD ASSESMENT
Introduction To Literature
Academic Year 2017/2018

Coordinator:
Much. Khoiri

Team:

Dwi Nur Cahyani Sri Kusumaningtyas

ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI SURABAYA


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A. Lesson Plan and Course Assessment

		UNIVERSITAS NEGERI SURABAYA FACULTY OF LANGUAGES AND ART ENGLISH LITERATURE STUDY PROGRAM					Document Code
LESSON PLAN							
Course		Course Code	Course Cluster	Credit (sks)		Semester	Compilation Date
Introduction To Literature		7920203096	Literature	T = 2	P = 0	3	-
AUTHORIZATION		Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme	
		Dwi Nur Cahyani Sri Kusumaningtyas		Much Khoiri		Pratiwi Retnaningdyah, Ph.D	
Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses						
	PLO 2	Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication.					
	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					
	Course Learning Outcomes (CLO)						
	CLO 2	Being able to analyze, both verbally and in writing, short stories, poems, and plays by using intrinsic elements (CLO2)					
	CLO 6	Being able to give personal response both verbally and in writing, more than one text related selective literary (CLO2)					
	CLO 7	Being able to use appropriate language in conveying opinions and personal response in both verbally and in writing, to relate selective literature.					
CLO 8	Being able to respect in thought, expression, and intellectual engagement to differences of opinions and personal response						
Brief description of the course	The course is to introduce to reading and analyzing the primary genres of literature: fiction, poetry, and drama. The course may also include creative nonfiction such as film, song, tv miniseries, and other types of literature. Students will respond critically to readings of different historical and cultural contexts through class discussion and written work.						

Study Materials: Learning Materials	Intrinsic element of prose Intrinsic element of poetry Intrinsic element of drama	
References	Main reference :	
	<ol style="list-style-type: none"> 1. Barnet, Sylvan, William Bruno, and William E. Cain. 2008. <i>An Introduction to Literature: Fiction, Poetry, and Drama</i>. New York: Pearson Longman. 2. Kennedy, X.J & Dana, Gioaio. 1995. <i>Literature: Introduction to Fiction, Poetry, and Drama</i>. New York: Harper Collins College Publishers 	
	Supplementary reading :	
	<ol style="list-style-type: none"> 1. Gioia, Diana et al. 2001. <i>Introduction to Literature: Poetry, Prose and Drama</i>. London: Routledge 2. Wellek, Renne, Waren, Austen. 1964. <i>Literary Theory</i>. New York: CUP 3. Perrine, Laurence. 1990. <i>Literature: Structure, Sound, and Sense</i>. New York: New York University Press 	
Lecturer (s)	Dwi Nur Cahyani Sri Kusumaningtyas	
Course requirements	-	

Meetings	Objectives*	Indicators	Materials**	Learning Strategy	Sources/media	Time Allotment	Learning Experience
1	To understand genre of literature (prose, poetry, drama)	<ul style="list-style-type: none"> • Explain genre of literature (prose, poetry, drama) 		Lecturing, discussing, presenting	Laptop, LCD projector Book 1, and 2	150	<ul style="list-style-type: none"> • Discussing genre of literature (prose, poetry, drama)
2-6	To analyse intrinsic elements of prose	<ul style="list-style-type: none"> • identify intrinsic elements of prose (theme, plot, character, symbolism) • Explain intrinsic elements of prose (theme, plot, character, symbolism) 	Short stories : Quality, my oedipus complex, the necklace	Lecturing, discussing, presenting	Laptop, LCD projector Book 1, and 2	5X150	<ul style="list-style-type: none"> • Analyzing intrinsic element of prose • Explaining intrinsic element of prose
7	MID TERM						

8-11	To analyse intrinsic elements of poetry	<ul style="list-style-type: none"> identify intrinsic elements of poetry (rythym & rime, symbolism, figurative language) 	Poems : stopping by wood on snow evening, the sick rose, my love is like a red red rose, a paison tree, fire and ice, shall i compare thee to a summer's day	Lecturing, discussing, presenting	Laptop, LCD projector Book 1, and 2	4X150'	<ul style="list-style-type: none"> Analyzing intrinsic element of poetry
		<ul style="list-style-type: none"> Expalain intrinsic elements of poetry(rythym & rime, symbolism, figurative language) 					<ul style="list-style-type: none"> Explaining intrinsic element of poetry
11-15	To analyse intrinsic elements of drama	<ul style="list-style-type: none"> identify intrinsic elements of drama (theme, plot, character, symbolism) 	Drama:ILE	Lecturing, discussing, presenting	Laptop, LCD projector Book 1, and 2	5X150'	<ul style="list-style-type: none"> Analyzing intrinsic element of drama
		<ul style="list-style-type: none"> Expalain intrinsic elements of drama (theme, plot, character, symbolism) 					<ul style="list-style-type: none"> Explaining intrinsic element of drama
16	END TERM						

Assessment

Indicator	Assessment				
	Technique	Form	Instrument	Criteria	Weight(%)
Being able to explain the intrinsic element of literature	Written test	Essay	Identify and explain the intrinsic element of literature	The highest score is got if the explanation is comprehensive	25
Being able to analyze the intrinsic element of prose	Written test	Essay	Identify and explain the intrinsic element of short stories	The highest score is got if the explanation is comprehensive	25

Being able to analyze the intrinsic element of poetry	Written test	Essay	Identify and explain the intrinsic element of poems	The highest score is got if the explanation is comprehensive	25
Being able to analyze the intrinsic element of drama	Written test	Essay	Identify and explain the intrinsic element of a play	The highest score is got if the explanation is comprehensive	25

B. Course Evaluation and Development

1. Calculation of Student Workload

Module/Course Title	Student Workload	Credits (ECTS)	Semester	Frequency	Duration
Introduction to Literature	(330 +180) x 15 meetings : 60 = 127,5 hours	3 CU (Credit Units) x 1,59 = 4,77 ECTS (European Credit Transfer System)	Even semester	3 CU x 15meetings = 45	15 meetings

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
3 CU	4.77 ECTS	4950 minutes	2700 minutes	2700 minutes

APPENDICES

APPENDIX 1 ASSESSMENT RUBRIC

Course Assessment

A. Assessment Rubric

1) Attitudes/Affective Domain

In this domain, the evaluation of student participation in class includes communication skills, discipline and responsibility. The rubrics used are as follows:

Class Attendance		Class Participation	
	Point		Point
More than 12	60	More than 12	40
11-12	50	9-12	30
9-10	40	5-8	20
7-8	30	3-4	10
Less than 7	20	Less than 3	5

2) Knowledge/Cognitive Domain

The students' knowledge is assessed through assignments (individual and group) and tests (mid-term and End-term tests).

a. Assignment Rubric

The criteria of assignment according to Assignment Rubrics:

Indikator	Penilaian			
	Bentuk	Instrumen	Kriteria Penilaian	Bobot (%)
Student participation in the activities including giving opinion, suggestion, or comment.	Participation	Student's being active requires to be fulfilled not only through attendance lists but also one's creativity, promptness and discipline.	Attendance, being active and being absent	20%
Student is able to complete the test.	Written Test	Problems: 1. Choose a literary work 2. What is its genre? 3. Summarize a literary work	Content, grammar, Vocabulary,	20%
Student is able to perform a certain theme with given requirements.	Performance	Theme 1. Poetry 2. Short Story 3. Novel	Expression, Pronunciation,	30%
Student is able to write and provide good arguments in written work.	Written Test (paper)	Problems: 1. Choose a literary work 2. What are their intrinsic elements 3. Choose a theme. Why?	Content, grammar, vocabulary,	30%

b) Test (mid-term and End-term tests)

The criteria of mid-term and End-term tests in this course are:

1. To distinguish evaluation, assessment and test;
2. To distinguish between process-oriented assessment and product oriented assessment
3. To explain kinds of authentic assessment

f) End-term tests

1. To develop Listening, speaking, reading and writing assessment for Junior/senior high school

Writing Components	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, etc.
	26-22	Good to average: some knowledge of subject, adequate range, etc.
	21-17	Fair to poor: limited knowledge of subject, little substance, etc.
	16-13	Very poor: does not show knowledge of subject, non substantive, etc.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated, etc.
	17-14	Good to average: somewhat choopy, loosely organized but main ideas stand out, etc
	13-10	Fair to poor: not fluent, ideas confused or disconnected, etc.
	9-7	Very poor: does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, etc.
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary.
Language Use	25-22	Excellent to very good: effective complex constructions, etc.
	21-19	Good to average: effective but simple constructions, etc.
	17-11	Fair to poor: major problems in simple/complex constructions, etc.
	10-5	Very poor: virtually no mastery of sentence construction rules, etc.
Mechanic	5	Excellent to very good: demonstrates mastery of conventions, etc.
	4	Good to average: occasional errors of spelling. Punctuations, capitalization, etc.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, etc.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

B. Universitas Negeri Surabaya's Grading System

University students are considered to be competent and pass if at least get 40% of the maximum End-term grade. The End-term grade (NA) is calculated based on the following weight:

Assessment Components	Percentage
Participation (including attitudes/affective)	20%
Assignment	30%
Mid-term test	20%
End-term test	30%

Scoring Conversion

Scoring Interval (out of 100)	Point	Grade
$85 \leq NA \leq 100$	4.00	A
$80 \leq NA < 85$	3.75	A-
$75 \leq NA < 80$	3.50	B+
$70 \leq NA < 75$	3.00	B
$65 \leq NA < 70$	2.75	B-
$60 \leq NA < 65$	2.50	C+
$55 \leq NA < 60$	2.00	C
$40 \leq NA < 55$	1.00	D
$0 \leq NA < 40$	0	E

APPENDIX 2 COURSE ACTIVITIES RECORDS

a. Sample of Student Attendance



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213
Telepon : +6231-99424932
Faksimile : +6231-99424932
e-mail : bakpk@unesa.ac.id

PRESENSI KULIAH Periode 2017/2018 Gasal

Mata Kuliah : Introduction To Literature
Kelas : 2016A
Prodi : S1 Sastra Inggris

Dosen : Dr. Ali Mustofa, S.S., M.Pd.

No	NIM	Nama Mahasiswa	Pertemuan Ke															%
			1 22 Aug 17	2 29 Aug 16	3 04 Sep 17	4 11 Sep 17	5 18 Sep 17	6 25 Sep 17	7 02 Oct 17	8 09 Oct 17	9 16 Oct 17	10 23 Oct 17	11 06 Nov 17	12 13 Nov 17	13 20 Nov 17	14 27 Nov 17	15 04 Dec 17	
1.	12020154212	BAGUS PRAKOSO	H	H	H	H	H	H	H	H	S	H	H	H	H	H	H	100 %
2.	13020154037	ALIF BRIAN NOVANDI	A	H	H	H	A	H	H	H	H	H	H	H	H	A	H	80 %
3.	16020154001	FARIS GUNAWAN	H	H	H	H	H	H	H	H	H	I	H	A	H	H	93.3 %	
4.	16020154002	REZA MAULANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
5.	16020154003	ELGA PERMATASARI	H	H	H	A	H	H	H	H	H	H	H	A	H	H	86.7 %	
6.	16020154004	DIAN FITRIYANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
7.	16020154005	ELLSA ARINGGA BAHARI	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.3 %	
8.	16020154006	HANIF HIDAYATULLAH	H	H	H	H	H	A	H	H	H	H	I	H	I	H	93.3 %	
9.	16020154007	VANIA HASNANISRINA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
10.	16020154008	SONYA LESTARI PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
11.	16020154009	SYAHRIAL ACHMAD AL IMAMI	H	H	H	H	H	H	H	H	H	A	H	H	H	H	93.3 %	
12.	16020154010	NOFA NURFAIZAH ARDHEVA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
13.	16020154011	SESHA LARAS ANDRIANI	H	H	H	H	H	H	H	H	I	H	H	H	H	H	100 %	
14.	16020154012	BERTHA YUWANDA RAHMANDANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
15.	16020154013	MIRANDA MUGE AISYAH	H	H	H	H	H	H	H	H	I	H	H	H	H	H	100 %	
16.	16020154014	IDA MAULIDIYAH	H	H	H	H	H	H	H	H	H	H	A	A	H	H	86.7 %	
17.	16020154015	FITRI RAHMAWATI ASTIANDANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
18.	16020154016	VIENNA FRANCESCA	H	H	H	H	H	H	H	H	I	H	H	H	H	H	100 %	
19.	16020154017	SHALASAH TALISTAH	H	H	H	H	H	H	H	S	H	H	H	H	H	H	100 %	
20.	16020154018	AYU NURI FRANSISKA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
21.	16020154019	NOVIA ARDELLIA PUTRI	H	H	H	H	H	H	H	H	S	H	H	H	H	H	100 %	
22.	16020154020	SHEILA FAHIRA MUHDI	H	H	H	A	H	H	H	H	H	A	H	H	H	A	80 %	
23.	16020154021	MEYLIA SANTANA SETIA DINANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
24.	16020154022	WIRDA SYIFA'UL ULYA	H	A	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %	
25.	16020154023	YUNITA FIRNA ROTINNISA	H	A	H	H	H	H	H	H	H	A	H	H	H	H	86.7 %	
26.	16020154024	TIYA NURLATVAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
27.	16020154025	ASFIDYANTI DWI BUNGA MN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
28.	16020154026	NOR CHASANAH	H	H	H	H	H	H	H	H	I	H	H	H	H	H	100 %	
29.	16020154027	NUR ANNISSA ROSE	H	H	H	H	H	H	H	S	S	S	H	H	H	H	100 %	
30.	16020154028	AULIA HEGARSARI	H	H	A	H	H	H	H	H	H	H	H	H	H	H	93.3 %	
31.	16020154029	FAHMI FIRMANSYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
32.	16020154030	BEATRICE OKTAPRIASTUTI	H	H	H	H	A	H	H	H	I	H	H	H	H	A	86.7 %	
33.	16020154031	GERHARD JONATHAN MANULLANG	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
34.	16020154032	ROSYAD MAHASIN MIRANTO	H	H	H	A	H	H	H	H	H	H	H	H	H	H	93.3 %	
35.	16020154033	RIRIN APRILLIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %	
36.	16020154034	PALUPI PARAMARTA EFFENDI	H	H	H	H	A	H	H	H	H	H	H	H	H	H	93.3 %	
37.	16020154035	NINDYA YUNITA ARDYANI	H	H	H	H	H	H	H	H	I	H	A	H	H	H	93.3 %	
38.	16020154036	KHOIRUR RIZKY PRIMANDA	H	A	H	H	H	H	H	H	H	A	H	H	H	H	86.7 %	
39.	16020154037	VANESA ELFIERA AGRESRI RAMADHAN	H	H	H	H	H	H	H	H	I	H	H	A	H	H	93.3 %	
40.	16020154038	AYU FITRIAWATI	H	A	H	H	H	H	H	H	H	H	H	H	H	H	93.3 %	
41.	16020154039	RIZKYA FAJARANI BAHAR	H	H	H	H	H	H	H	H	I	H	H	H	H	H	100 %	
42.	16020154040	FIKRI ARIK YASSAR	H	H	H	H	H	H	A	H	H	H	A	H	H	A	80 %	
43.	16020154041	ERLANGGA PANJI MAHARDIKA	H	H	H	H	A	H	H	H	I	H	H	H	H	H	93.3 %	
44.	16020154042	YHEDHIDA RUHAMA BR. HUTAPEA	H	H	H	H	A	H	H	H	H	H	H	H	H	H	93.3 %	
Tanda Tangan Dosen / Asisten																		

b. Sample of Course Log Book

6/16/2021

SIAKADU: Cetak Jurnal Perkuliahan



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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Aktivitas Perkuliahan

Nama Matakuliah : Introduction To Literature

Dosen : ALI MUSTOFA (197506142008011007)

Kelas : 2016B

Jadwal & Ruang : T08.02.02 (14.40 - 16.20) R.

No.	Tanggal	Pertemuan	Topik	Peserta	Status	Dosen	Kesesuaian	Saran
1	22-08-2017	Pertemuan ke 1	1. Introduction to English literature 2. What does literature mean? 3. The importance of studying literature 4. The significance of studying literature in higher institution 5. The genre of literature: Prose, Poetry, and Drama	43	Terjadwal	Ali Mustofa	Sesuai	
2	28-08-2017	Pertemuan ke 2	1. The definition of prose/fiction 2. The division of prose/fiction 3. The elements of prose/fiction 4. "Quality" short story by John Galsworthy	43	Terjadwal	Ali Mustofa	Sesuai	
3	04-09-2017	Pertemuan ke 3	1. Discussing the elements of "Quality": plot, characters, point of view, tone, setting, genre, etc 2. Discussion on some other elements of the story: irony, paradox, ambiguity, tension 3. Finding the theme of the story	37	Terjadwal	Ali Mustofa	Sesuai	
4	11-09-2017	Pertemuan ke 4	1. Review the elements of "Quality" 2. Doing reflection on the story and relating the story with the real life situation 3. Writing a critical issues on some issues regarding the story	40	Terjadwal	Ali Mustofa	Sesuai	

https://siakadu.unesa.ac.id/af130eae-dcd4-30ef-9f8c-6eadab8a2f17.aspx?id=dae338c8-3903-3b92-824f-02fd2613cec3&cetak_jurnal=1

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			4. Introduction to the next story: "The Jewellery" by Guy de Maupassant					
5	18-09-2017	Pertemuan ke 5	<ol style="list-style-type: none"> 1. Discussing the elements of "The Jewellery" : plot, character, point of view, setting, tone, theme, genre 2. Discussing some other elements of the story : irony, paradox, ambiguity, tension 3. Discussing about "epiphany" (manifestation) in the story 4. Discussing "deus ex machina" in the story 5. Writing a critical essay of the story 6. Group presentation 	43	Terjadwal	Ali Mustofa	Sesuai	
6	25-09-2017	Pertemuan ke 6	<ol style="list-style-type: none"> 1. Introducing the new short story : "Mr. Know All" by William Somerset Maugham, the story and the writer 2. Discussing the elements of the story: plot, character, point of view, tone, theme, genre, 3. Discussing some other elements of the story: irony, paradox, ambiguity, tension, epiphany 4. Reflection on the story and individual/personal life experiences 5. Writing critical essay of the story 	34	Terjadwal	Ali Mustofa	Sesuai	
7	02-10-2017	Pertemuan ke 7	<ol style="list-style-type: none"> 1. Group presentation of the structure of "Mr. Know All" : a. characterization, b. some critical issues of the story, c. some important 	41	Terjadwal	Ali Mustofa	Sesuai	

			<p>elements of the story</p> <p>2. Discussion of the elements of the story : paradox, ambiguity, irony, tension, ephiphany</p> <p>3. Introduction to the next story : "The Diamond Necklace" by Guy de Maupassant</p>				
8	09-10-2017	Pertemuan ke 8	<p>1. Discussing the elements of "The Diamond Necklace" : plot, character, setting, point of view, tone, setting, genre, and theme</p> <p>2. Discussing the other elements of the story : irony, paradox, ambiguity, tension, ephiphany</p> <p>3. Discussing about the question "If and only if the necklace were not lost from Mathildes hand, what will the story be going to come?" and "What is your prediction of Mathilde Loiseles character?"</p> <p>4. Review of the prose/fiction: discussing the elements of prose/fiction, discussing the manifestation of each story which has been read, discussion on some other important elements of the stories which have been read, making reflection of the stories which have been read, and writing a short essay on the stories which the students like most and producing the essay into a critical argument on their</p>	43	Terjadwal	Ali Mustofa	Sesuai

			oral presentation (only some volunteers)					
9	16-10-2017	Pertemuan ke 9	<p>Mid Term Test Answer the following Questions briefly and clearly:</p> <ol style="list-style-type: none"> 1. What does literature mean? Explain and give example to your answers 2. What are the significances of studying literature for educational purposes? Explain and give examples to your answers 3. Determine the following items in the stories you have read (4 stories; "Quality", "Mr. Know All", "The Jewellery", and "The Diamond Necklace": a. plot, b. character, c. setting, d. tone 4. Determine the following terms in the stories (mentioned earlier): a. paradox, b. irony, c. ambiguity, d. ephiphany 	43	Terjadwal	Ali Mustofa	Sesuai	
10	23-10-2017	Pertemuan ke 10	<ol style="list-style-type: none"> 1. Introduction to the elements of Poem : poet, speaker, tone, theme, setting, points of view, imagery (the speakers mind picture) 2. Reading Robert Frosts "Stopping by Woods on a Snowy Evening" aloud 3. The elements of Robert Frosts "Stopping by Woods on a Snowy Evening" 4. Understanding some other elements : irony, paradox, ambiguity, tension 	37	Terjadwal	Ali Mustofa	Sesuai	

			<p>5. Discussing some other elements of the poem : sound devices : rhythm, rhyme, meter, foot, feet</p> <p>6. Reading on other poems : "Fire and Ice", "Trees", "Anabel Lee", "Hope is the thing with feather"</p>					
11	13-11-2017	Pertemuan ke 11	<p>1. Group Presentation on some poems: Joyce Kilmer "Tress", Robert Frost "Fire and Ice", Edgar Allan Poe "Anabel Lee"</p> <p>2. Using TPCASTT to determine the themes of the poems suggested</p> <p>3. How to construct a lifelike theme/the theme should be related to life/humanity issues such as: Life is like a box of chocolate, you will never know what you will get...</p> <p>4. Reciting and Reading the poems together</p>	39	Terjadwal	Ali Mustofa	Sesuai	
12	15-11-2017	Pertemuan ke 12	<p>1. Presentation</p> <p>2. Discussing about Authors Style in Poems</p> <p>3. Elements of Style: Tone and Mood, Irony, Symbolism, Figures of Speech [Personification, Metaphor, Simile]</p> <p>4. Discussion, Question and Answer</p>	39	Ganti	Ali Mustofa	Sesuai	
13	20-11-2017	Pertemuan ke 13	<p>1. Introduction to Drama</p> <p>2. The elements of drama/Aristotles classification of drama: plot, character, setting, melody, diction, etc</p> <p>3. Elements of dramaturgi</p>	39	Terjadwal	Ali Mustofa	Sesuai	

			<p>4. Elements of tragedy according to Aristotle : irony (irony of situation, verbal irony, and dramatic irony), paradox, blunder/hamartia, tragic flaw, tragic downfall, catharsis</p> <p>5. Dramatic convention</p>					
14	29-11-2017	Pertemuan ke 14	<p>1. Drama performance: Luis Valdez Los Vendidos</p> <p>2. The issues in the play</p> <p>3. The elements of the play</p> <p>4. mise en scene: costume, make up, properties, stage direction</p> <p>5. Character and characterization</p>	43	Ganti	Ali Mustofa	Sesuai	
15	04-12-2017	Pertemuan ke 15	<p>1. Performances and discussions on: The Importance of Being Ernest, Arms and The Man, and The Glass Menagerie</p> <p>2. Discussions, questions and answers on the elements of the plays</p> <p>3. Understanding the elements of comedy as well as tragedy</p> <p>4. The center of the discussions is on Tennessee Williams The Glass Menagerie: its elements, its symbols, its characterization, setting, and mise en scene</p> <p>5. Discussions and concluding remarks on the plays and performances</p> <p>6. Review of the materials for final test</p>	42	Terjadwal	Ali Mustofa		

c. Sample of Assignment:

Assignment :

Related to "Quality", please write a concise reflective paragraph (max 100 words). If you were in the position of young Gessler, what would you do to face such difficult situations?

Submit your works to Tasya by Sunday evening at 6 PM. Then Tasya will forward them to me.

d. Sample of Mid-term Test



KEMENTERIAN RISET TEKNOLOGI DAN DIKTI
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UJIAN TENGAH SEMESTER GASAL 2017/2018

MATA KULIAH : INTRODUCTION TO LITERATURE
KODE MATA KULIAH : 2094213019
JUMLAH SKS : 3 SKS
PRODI / ANGKATAN : SASTRA INGGRIS/2016 KELAS B
HARI / TANGGAL : SENIN/
ALOKASI WAKTU : 100 MENIT
DOSEN : ALI MUSTOFA

Direction:

1. "The theme of 'Quality' is commitment to one's passion/work, and the theme of 'The Jewelry' is the fallibility of human perception." Do you agree on this statement? Explain.
2. Analyze the characterization in the short-story "Monkey's Paw".
3. Compare "A Red, Red Rose" to "Annabel Lee". In terms of love expression, in what way they are similar and in what way they are different.

Scoring rubric:

Good analysis and sufficient evidence	86-100
Good analysis; less sufficient evidence	71-85
Average analysis, in-sufficient evidence	56-70
Poor analysis and poor evidence	41-55

Total score = $\frac{\text{Score No.1} + \text{Score No.2} + \text{Score No.3}}{3}$

3

Sample of End-term Test



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UJIAN AKHIR SEMESTER GASAL 2017/2018

MATA KULIAH : INTRODUCTION TO LITERATURE
KODE MATA KULIAH : 2094213019
JUMLAH SKS : 3 SKS
PRODI / ANGKATAN : SASTRA INGGRIS/2016 KELAS A
HARI / TANGGAL : SELASA/19 DESEMBER 2017
ALOKASI WAKTU : 100 MENIT
DOSEN : ALI MUSTOFA

Make a comparative analysis between ILE and THE BOOR, in what way they are similar and in what way they are different.

Rules :

1. Your analysis should focus on one of the following elements:
 - Character
 - Plot
 - Theme,
2. The analysis consists of 700-1000 words
3. Write your analysis in A4 times new roman 12 pt 1,5 spacing
4. Submit your analysis in :
 - o 2020 A : unesa.me/IntroToLit2020A
 - o 2020 B : unesa.me/IntroToLit2020Bwith file name : UAS_ITL_[Your Name]
5. Due Date : June, 10th 2021



e. Sample of of Student's Answer to Assignment, Mid-term, and End-term Test

Concise Relative Paragraf "Quality"

If I was a young Gessler, I would like to raise plenty insight of marketing trick. I would spend half of my income reason promoting my business. Fairly often, I use a traditional trick such as ask my acquaintance to assist sell on behalf of my product on the website and social media. If those of my strategy works I will do the next stride to bestow a discount to gain a new customers and indulge my loyal customers. While the customer comes, I will give them a brochure that contains the advantages of my product.

SESHA LARAS ANDRIANI
16020154011

Sample of Mid test answer

DIAN FITRIYANI
16020154004

1. "The theme of 'Quality' is commitment to one's passion/work, and the theme of 'The Jewelry' is the fallibility of human perception." Do you agree on this statement? Explain.

I'm agree to that statement, as we can see at the first story of 'Quality' Mr. Gessler is a shoemaker who make all of the shoes that he made have the perfect quality. Gessler is focused in the quality of his product. How can his product lasted terribly. Mr Gessler is work based on his passion. He don't care about trade competition and he didn't promoting his product like other store do. When he found his product have a defect, he was think it is not his mistake because, he very sure making his product perfectly.

For the jewelry that statement the theme is fallibility of human perception. This story is about Monsieur Lantin and Madam Lantin. Monsieur Lantin criticize the taste of Madam Lantin with a fake jewelry. Monsieur Lantin criticize it because, Madam Lantin can't afford to buy real jewelry and only use fake jewelry during her lifetime, Madam Lantin is a Jewel lover. After the death of Madam Lantin, Monsieur Lantin don't have money anymore and he sell the fake jewelry from his wife which is actually real jewelry. Monsieur Lantin had a wrong perception about the fake jewelry from Madam Lantin. He thought it's only fake jewelry but, Madam Lantin didn't say if the jewelry was actually true.

2. Analyze the characterization in the short-story "Monkey's Paw".

Mr White: Mrs White and Herbert's father. He is curious person. He was thinking about the land he never visit before. His curiosity of the monkey's paw that bring by sergeant major show his curiosity of something still strange to him.

Mrs White: Mrs. White's wife, Herbert's mother. Mrs. White is a powerful, articulate lady. Sergeant-Major Morris' stories fascinate her husband and wife, and she challenges him with the same passion. She is devoted to her husband and son, but she also loves making fun of them. Herbert's death make her have traumatic and she wish to monkey's paw to bring Herbert back to life again.

Herbert: Son of Mr White and Mrs White. Herbert is work at unidentified capacity with big machinery at a Maws and Maggins company. He is loyal and fun young man. He always obey his parents.

Sergeant major morris: He is a soldier and friend of white family. He like to tell the story his experience when he in the India and enjoy talking with white family. He shows the monkeys paw that he bring back to the England from India. He discourage Mr white to not make any wishes from the monkey's paw. He suggest Mr White to live better in England and throw the monkey's paw upon the fire, but he can't stop Mr White when Mr White take the monkey's paw.

Sample of Final test answer

Nama : Reza Maulana

Nim : 160201540002

Comparative analysis between ILE and THE BOOR

(Character)

1. Mrs. Keeney and Popova

- **Similar:** They are strong women because they fight and they always strong to facing problems about their family. They are loyal and always accompanying women, waiting for their husbands with all their heart. Even though they get trials or problems, they remain strong to accompany their husbands until they must take the next action to determine their life path one day. For Mrs. Keeney, she remained faithful to accompany her husband to look for oil in the middle of the sea, even though she asked to go home, and her husband gave a promise to her but unfortunately, her husband did not keep that promise. While Popova, is also loyal to her husband, waiting for her husband even though her husband has died. But, she is always faithful and mourns his husband's gone. He also felt the same sadness as Mrs. Keeney, until finally, he chose a new path in her life.
- **Different:** Mrs. Keeney and Popova also have differences in terms of the situation. For Mrs. Keeney, she was sad because she saw her husband's cruelty to the workers on the ship, she didn't like her brutality so she asked her husband to go home. At first, her husband promised to take his wife home, but that her husband lied and didn't keep his promise to his wife. On Popova, she has grief because her husband died and is not willing to die. She does not want to interact with strangers and prefers to be alone in the house. Finally, the debt collector came to collect her husband's debt during her life, and finally, she was able to love other people and forgive her husband.