

WORKLOAD ASSESSMENT
<<INTRINSIC APPROACHES TO
LITERATUR>>

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

WORKLOAD ASSESSMENT

Intrinsic Approaches to Literature

Academic Year 2018/2019

Coordinator:

Ali Mustofa

Team:

**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 ARTIS ENGLISH LITERATURE STUDY PROGRAM				Document Code
RENCANA PEMBELAJARAN SEMESTER						
Course	Course Code	Course Cluster	Credit (sks)		Semester	Compilation Date
Intrinsic Approaches to Literature	7920202273	Literature	T=?	P=?	Odd	
AUTHORIZATION		Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme
		Ali Mustofa		Ali Mustofa		Pratiwi Retnaningdyah
Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses					
	CPL2	Being able to comprehend, analyze, and interpret literary and non-literary works in various genres and modes of communication				
	CPL6	Being able to create sound academic or non-academic works both oral and written for various audiences and purposes				
	CPL7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.				
	CPL8	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)					
	CPMK1	Being able to apply the basic concepts of various critical theories of culture and literature to reveal cultural phenomena in literature, culture and media studies to asses and reflect gender issues (CLO-2)				
	CPMK2	Being able to reflect the personal responses to reveal cultural issues in various works of literature and media studies to response to gender issues (CLO-2)				
	CPMK3	Being able to use appropriate language in conveying opinions and personal response in both verbally and in writing, to relate selective literature to reveal cultural issues				

	CPMK4	Being able to respect in thought, expression, and intellectual engagement to differences of opinions and personal response
Brief description of the course	Intrinsic Approaches to Literature introduces students to many of the contemporary theories underpinning the interpretations of and assumptions about literature. Readings and writing assignments emphasize textual interpretation and the examination of the systems (theories, schools, lenses) which are used to arrive at meaning, textuality, and interpretation. The course aims to further students' understanding, enjoyment, and appreciation of literature by examining contemporary literary theories and their various applications in literary and cultural analysis.	
Study Materials: Learning Materials	The course covers Formalist/New Criticism, Reader Response Criticism, Structuralism (including Semiotics), Archetypal Criticism, and Deconstruction	
References	Main reference :	
		Bertens, Hans. 2001. <i>Literary Theory: The Basic</i> . London: Routledge
	Supplementary reading :	<ol style="list-style-type: none"> 1. Barry, Peter. 2009. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>, 3rd Edition. Manchester: Manchester University Press 2. Leitch, Vincent, ed. 2001. <i>The Norton Anthology of Theory And Criticism</i> . Norton 3. Macey, David. 2001. <i>Dictionary of Critical Theory</i> . NY: Penquin 4. Tyson, Lois. 2006. <i>Critical Theory Today : A User- Friendly Guide</i>. London: Garland Publishing
Lecturer (s)	Ali Mustofa	
Course requirements	Introduction to Literature; Prose Appreciation and Criticism; Poetry Appreciation and Criticism; Drama Appreciation and Criticism	

Meetings	Learning Objectives	Indicators	Materials	Approach/Model/ Method/Learning Strategy	Learning Source/ Media	Time Allotment	Learning Experience
1-2	By the end the sessions, students will be able to identify the nature of intrinsic and extrinsic approaches in literary analysis	<ol style="list-style-type: none"> To define the nature of intrinsic approaches in literary studies To define the nature of extrinsic approach in literary analysis To be able to synthesize the definition of intrinsic and extrinsic approaches from many different sources To be able to determine the differences and similarities of intrinsic and extrinsic approaches in literary studies 	<ol style="list-style-type: none"> The nature as well as the definition of intrinsic approach in literature The definition the nature and the definition of extrinsic approaches in literary studies The definitions of intrinsic and extrinsic approaches in literature from different sources The differences and the similarities of intrinsic and extrinsic approaches in literature 	<ol style="list-style-type: none"> Lecturing Discussion In class reading for providing the gap of definitions and ideas of the topic Problem based approach Q and A 	<ol style="list-style-type: none"> References: 1, 2, 3, 4, 5 LMS PPT Internet sources 	2x50'	<ol style="list-style-type: none"> Engaging communicative and interactive way, students define the nature of intrinsic and extrinsic approaches in literary studies Engaging collaborative way, students synthesize some valid definitions of intrinsic and extrinsic approaches in literature Doing discussion, students are able to determine the differences and similarities of intrinsic and extrinsic approaches in literature
3-4	By the end of this session, the students will be able to differentiate textual and contextual analysis of works of literature with respect to their forms, structure, and meanings	<ol style="list-style-type: none"> To review the concept and ideas of textual analysis over works of literature with respect to their structure, voice, and meaning. To determine the ideas of contextual analysis of works of literature with respect to their form, voice, and meaning 	<ol style="list-style-type: none"> The concept of textual analysis over works of literature The concept of contextual analysis over works of literature 	<ol style="list-style-type: none"> Lecturing Discussion Group presentation and discussion In class reading 	<ol style="list-style-type: none"> References: (1, 2, 3, 4) LMS Handouts and PPT Internet sources 	2x50'	<ol style="list-style-type: none"> Engaging communicative and interactive way, students define the concept of textual analysis and its relation with works' structure, sound, and meaning. Engaging in discussion and sharing, students determine the definition of contextual analysis over works of literature with respect to the ideas

		3. To determine the elements of textual and contextual analysis over works of literature					works' structure, sound [v and meaning as well.
3-5	In the end of the sessions in each meeting, students are able to define and to apply the concept of New Criticism and its reading method.	<ol style="list-style-type: none"> 1. To uncover the nature of New Criticism, its historical background, its ideas, its critics, and its weaknesses and strengths in literary analysis 2. To define the reading strategy offered by New Criticism [close reading] 3. To determine the nature of formal elements in New Criticism and their application in analysing works of literature 4. To determine the nature of intentional fallacy as well as affective fallacy 	<ol style="list-style-type: none"> 1. The various definitions of New Criticism from different sources, NC's background, ideas, critics, as well as its strengths and weaknesses 2. The reading strategy offered by NC [close reading] 3. The formal elements of works of literature by which NC pays more attention to 4. The intentional fallacy and the affective fallacy 	<ol style="list-style-type: none"> 1. Lecturing 2. discussion and sharing 3. In class reading 4. Group discussion and presentation 5. Problem based approach 6. Q and A 	<ol style="list-style-type: none"> 1. Refences 1,2,3,4 2. PPT 3. Students' handouts 4. Internet sources 5. LMS 	2x50' each session	<ol style="list-style-type: none"> 1. Engaging communicative way, students have group presentation of short stories they read and discuss the elements of stories 2. Discussing the elements of the stories they created charts listing the vocabulary of the stories which contribute to the theme of the stories 3. Comparing the stories students engage to verify the theme of the stories
6	In the end of the session, students are able to apply New Criticism in analysing a work of poem of Robert Frost's "Mending Wall"	<ol style="list-style-type: none"> 1. To apply close reading strategy on to Frost's "Mending Wall" 2. To determine the formal elements of the poem 3. To identify the paradox, the ambiguity, the tension, and the irony of the work read 4. To be able to analyse the work without being 	<ol style="list-style-type: none"> 1. Robert Frost's "Mending Wall" 2. close reading method and its steps and guideline 3. the formal elements which are applied to the poem read and discussed 4. the paradox, the ambiguity, the 	<ol style="list-style-type: none"> 1. Lecture and discussion 2. In class reading 3. Problem based approach 4. group discussion and presentation 5. Q and A 	<ol style="list-style-type: none"> 1. References 1,2,3,4 2. Handouts 3. PPT 4. LMS 5. Internet sources 	2x50'	<ol style="list-style-type: none"> 1. Engaging in collaborative way, students read and discuss Frost's "Mending Wall" 2. Engaging in group discussion students identify the formal elements of the work determine the central idea of the work 3. Doing collaborative through discovery learning students identify the par

		trapped into the two fallacies warned by NC: intentional and affective fallacies.	tension, and the irony 5. some guidelines of being able to avoid the two fallacies				the tension, the ambiguity the tension of the work 4. Engaging in group discussion students analyse the poem paying more attention on the fallacies: intentional affective fallacies, so analysis will not be misleading
7-8	In the end of the sessions, students are able to define the concept of Reader-Response criticism, its objectives, and its reading strategies in relation with literary analysis	<ol style="list-style-type: none"> To identify the purpose of reader response theory To determine readers' attitude over the work they read To decide whether the readers do agree or do not agree with the author of the text To identify the text's purpose; does it seem to be similar with readers' expectation or not? To determine readers' [students'] criticism over the text 	<ol style="list-style-type: none"> The purpose of reader response criticism Readers' attitude over the works they read The text purpose which is identified through questionnaire and sample questions provided by lecturer and students Readers' criticisms over the work [such as foreword by experts, criticism by newspaper, other criticisms which have been carried out over the works 	<ol style="list-style-type: none"> Lecturing Group presentation and discussion In class reading Problem based approach Q and A 	<ol style="list-style-type: none"> References: 1, 2, 3, and 4 PPT LMS Internet sources 	2x50' each session	<ol style="list-style-type: none"> Engaging collaborative exchange students determine the purpose of reader response criticism By doing discussion and sharing, students identify readers' attitude over the works they have [including the students themselves] by responding to some sample questionnaire Engaging collaborative way, students identify the text's purpose comparing some different analysis and criticism which have been carried out before By doing more exchange, the students compare and identify some criticisms over the work being discussed [including newspapers' and authors' background, foreword by experts, and many sources
9	Mid term	----	----	----	----	2x50'	----

10-11	In the end of the sessions, students are able to define the nature of structuralism, its purpose, its reading strategy, the figures in structuralism, the critics, the opponents, the historical background of structuralism	<ol style="list-style-type: none"> To identify the nature of structuralism and its purpose generally To define the historical background of structuralism and its emergence in responding to literary analysis To identify structuralism's reading strategy in literary analysis To identify the important figures and their influence in structuralism analysis To identify the critics of structuralism as well as its opponents 	<ol style="list-style-type: none"> The nature of structuralism and its general purpose The historical background of the emergence of structuralism The reading strategy offered by structuralism in literary study The important figures of structuralism and their key influence to the development of structuralism 	<ol style="list-style-type: none"> Lecturing Group discussion In class reading Q and A 	<ol style="list-style-type: none"> References 1,2,3,4 PPT Short Stories Internet Sources 	2x50'	<ol style="list-style-type: none"> Engaging in collaborative way, students discuss the nature of structuralism and its general purpose in literary studies Doing group discussion, students work cooperatively to define the historical background and the emergence of structuralism in literary and cultural studies Actively engaging in classroom discussion, students identify structuralism's reading strategy in literary analysis Engaging in group discussion, students identify the important figures in structuralism as well as their important contribution on literary and cultural studies
12	In the end of the session, students are able to identify and to define the nature of binary opposition in the structure of universe, which is then adopted into the study of structuralism	<ol style="list-style-type: none"> To identify the nature of binary opposition To define the meaning and the purpose of binary opposition in the structure of text To determine Levi-Strauss' ideas of binary opposition and his intention by delivering such a notion in the study of literary and cultural studies 	<ol style="list-style-type: none"> The nature of binary opposition and its function in literary and cultural studies The meaning and the purpose of binary opposition in the structure of text Levi-Strauss' concept of binary opposition and its emergence in literary and cultural studies 	<ol style="list-style-type: none"> Lecturing Group discussion In class reading Problem based approach Q and A 	<ol style="list-style-type: none"> References 1,2,3,4 Chinua Achebe's <i>Things Fall Apart</i> PPT LMS Internet sources 	2x50'	<ol style="list-style-type: none"> Engaging in group discussion, students identify the nature of binary opposition Exchanging ideas in collaborative way, students define the meaning and the purpose of binary opposition in the structure of the text Doing group discussion and in-class reading, students determine Levi-Strauss' ideas of binary opposition and his intention by giving the notion in the study of literary and cultural studies
13	In the end of the session, students are able to :	1. To define and to determine the meaning of	1. The meaning of semiotics and its	<ol style="list-style-type: none"> In class reading Problem based 	1. References: 1,2,3,4	2x50'	1. Engaging in collaborative way, students define

	<ol style="list-style-type: none"> 1. define and determine the meaning of semiotics and its relationship with textual analysis 2. identify the purpose of semiotic study by understanding its own terminology and concepts in textual analysis. 3. analyze, understand and interpret signs, the meanings of signs, and the interaction of signs and sign systems in textual studies 	<p>semiotics and its relationship with textual analysis</p> <ol style="list-style-type: none"> 2. To identify the purpose of semiotic studies by understanding their own terminologies and concepts in textual analysis 3. To analyse in order to come to a comprehensive idea about how to interpret signs, the meanings of signs, and the interaction of signs and sign systems in textual analysis 	<p>relationship with textual analysis</p> <ol style="list-style-type: none"> 2. The purpose of semiotic studies which include the terminologies and concepts 3. The reading strategy by using semiotics analysis through interpreting signs, the interactions of signs, and sign systems 	<p>approach</p> <ol style="list-style-type: none"> 3. Lecturing and discussing the topics 4. Q and A 	<ol style="list-style-type: none"> 2. Students' handouts 3. PPT 4. LMS 5. Internet Sources 6. Poems and a Short Story 		<ol style="list-style-type: none"> determine the meaning of semiotics and its relationship with textual analysis 2. Doing group discussion, students identify the purpose of semiotic studies by looking at their own terminologies and concepts in relation with textual analysis 3. Exchanging ideas in a collaborative way, students analyze and interpret the meaning of signs, the interaction of signs, and the sign systems in the text being read together
14-15		<ol style="list-style-type: none"> 1. To determine the meaning and the nature of deconstruction 2. To define the reading strategy of deconstruction and its purpose of deconstructing the text 3. To identify the stages or the steps in deconstructing the text 	<ol style="list-style-type: none"> 1. The meaning and the nature of deconstruction 2. The reading strategy of deconstruction as well as its purpose of deconstructing the text 3. The stages and the steps of deconstruction 	<p>Lecturing, In class reading, Group sharing and discussion, Discovery learning, Group presentation, Problem based approach, Q and A</p>	<ol style="list-style-type: none"> 1. Poems and stories 2. LCD 3. References: 1,2,3,4 4. Students' handouts 5. Internet sources 5. PPT 	2x50' each session	<ol style="list-style-type: none"> 1. Exchanging in mutual way, students determine the meaning and the nature of deconstruction through in class reading and discussion 2. Engaging in collaborative way, students define and determine deconstructive reading method and its purpose in literary and cultural studies 3. Doing group presentation in collaborative way, students identify the stages and the steps in deconstructing the text

	<ol style="list-style-type: none">1. Determine the meaning and the nature of deconstruction2. Define the reading strategy of deconstruction and its purpose of deconstructing the text3. Identify the stages or the steps in deconstructing the text						
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B. Course Evaluation and Development
1. Calculation of Student Workload

Credit Unit (CU)	ECTS	Meeting Hours	Structured Assignments	Independent Study
2	2 CU (Credit Units) x 1,59 = 3,18 ECTS (European Credit Transfer System)	MK 2 sks > ((2 x 110) + (2 x 60)) x 15 : 60 = ((220 + 120) x 15) : 60 = 85 hours	- Individual and Group Presentation - In class reading - Paper Assignments	60x2=120 minutes 120:60=2x14= 28 hours

2. Program Learning Outcome (PLO):

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

3. Course Learning Outcome (CLO):

1. Being able to apply the basic concepts of various critical theories of culture and literature to reveal cultural phenomena in literature, culture and media studies to assess and reflect gender issues (CLO-2)
2. Being able to reflect the personal responses to reveal cultural issues in various works of literature and media studies to respond to gender issues (CLO-2)
3. Being able to use appropriate language in conveying opinions and personal response in both verbally and in writing, to relate selective literature to reveal cultural issues, and
4. Being able to respect in thought, expression, and intellectual engagement to differences of opinions and personal response

4. Assessment of PLO

STUDENT PERFORMANCE

UNDERGRADUATE ENGLISH LITERATURE STUDY PROGRAM

COURSE : INTRINSIC APPROACHES TO LITERATURE

CLASS : 2017

CREDIT : 2

ACADEMIC YEAR : 2017

NO	NIM	Nama Mahasiswa	Angkatan	Kehadiran	Part	Tugas	UTS	UAS	NA	Huruf	PLO2	PLO6	PLO7	PLO8	PLO2	PLO6	PLO7	PLO8
1	14020154017	GANINDRA AHMAD ALTAMIR	2014	53.33%	50	50	40	0	33	E	40	30	30	30	G	G	G	G
2	17020154042	RIZKY APRIYANTO	2017	80%	65	65	62	64	64,1	C+	61.2	61.2	61.2	56.2	E	E	E	E
3	17020154044	JANAR NATA PRASIHAN	2017	33.33%	50	50	50	0	35	E	40	30	30	30	G	G	G	G
4	17020154046	ARNI EKA PUTRI WIRJAYANTI	2017	100%	78	80	72	76	76,8	B+	79	79	79	79	G	G	G	G
5	17020154047	ZENI ZANUBA FAZRIYAH	2017	86.67%	75	78	68	78	75,4	B+	79.3	79.3	79.3	79.3	G	G	G	G
6	17020154048	SOFISTA LILLA SAFERIA	2017	100%	78	80	74	76	77,2	B+	79.6	79.6	79.6	79.6	G	G	G	G
7	17020154049	AZKA NISA SHAFIRA	2017	73.33%	65	65	62	65	64,4	C+	61.2	61.2	61.2	56.2	E	E	E	E
8	17020154050	IVI MEICCEL VIDIA	2017	86.67%	76	76	72	76	75,2	B+	79.6	79.6	79.6	79.6	G	G	G	G
9	17020154051	INKARIZKI SWEDIANISA AMALIA	2017	86.67%	76	78	72	76	75,8	B+	79.6	79.6	79.6	79.6	G	G	G	G
10	17020154052	AURELLYA RAHMADA DEWINTA	2017	100%	78	80	80	80	79,6	B+	79.6	79.6	79.6	79.6	G	G	G	G
11	17020154053	CHOIRUNNISA	2017	100%	78	80	80	80	79,6	B+	79.6	79.6	79.6	79.6	G	G	G	G
12	17020154054	RAMA WIDYAPUTRA BAKHRONI	2017	0%	10	10	10	0	7	E	40.6	40.6	40.6	20.6	E	E	E	E
13	17020154056	FANIA HASRI FITRANTI	2017	86.67%	72	74	72	74	73,2	B	85.3	85.3	85.3	85.3	E	E	E	E
14	17020154057	PUJI RAHAYU	2017	93.33%	78	78	80	80	79	B+	79.6	79.6	79.6	79.6	G	G	G	G
15	17020154058	EDWIN ANUGERAH PRADANA	2017	80%	65	65	62	66	64,7	C+	61.2	61.2	61.2	56.2	E	E	E	E
16	17020154059	NIESKE TIARA SABILA	2017	100%	78	80	78	80	79,2	B+	79.6	79.6	79.6	79.6	G	G	G	G
17	17020154060	FITRI YUNIAR SANTOSO	2017	93.33%	78	78	76	78	77,6	B+	79.6	79.6	79.6	79.6	G	G	G	G

18	17020154061	JIHAN NAUROTUR ROYANI	2017	93.33%	70	72	70	72	71,2	B	70.2	70.2	70.2	70.2	G	G	G	G
19	17020154062	PUTRI NUR HIDAYAH	2017	100%	78	78	78	80	78,6	B+	79.6	79.6	79.6	79.6	G	G	G	G
20	17020154064	MOCHAMAD RAKA HENDAYANA	2017	66.67%	50	50	60	0	37	E	40.5	20.5	41.5	41.5	E	E	E	E
21	17020154065	YULIA EKA PRISTIANA	2017	93.33%	78	78	76	78	77,6	B+	79.6	79.6	79.6	79.6	G	G	G	G
22	17020154066	AJENG EKA NOVIYANTY	2017	80%	70	72	70	72	71,2	B	70	70	70	70	G	G	G	G
23	17020154067	YUNIA ANINDYA	2017	86.67%	70	74	72	76	73,4	B	70.2	70.2	70.2	70.2	E	E	E	E
24	17020154068	HEIDY SASHIA DHARMALI	2017	100%	78	80	78	80	79,2	B+	79.6	79.6	79.6	79.6	G	G	G	G
25	17020154069	DIAN FEBRIYANTI	2017	93.33%	78	80	78	80	79,2	B+	79.6	79.6	79.6	79.6	G	G	G	G
26	17020154070	DIYAH AYU ROHMANI	2017	86.67%	70	74	72	76	73,4	B	70.2	70.2	70.2	70.2	G	G	G	G
27	17020154071	NABILA PUTRI RAMDHANY	2017	100%	78	80	80	80	79,6	B+	79.6	79.6	79.6	79.6	G	G	G	G
28	17020154072	VALERIA IMELDA ERSIKARANTI	2017	80%	70	70	68	70	69,6	B-	66.5	65.5	65.5	65.5	G	G	G	G

Assessment Plan

RPS 022	<Course Name>	PLO 1	PLO 2	PLO 5	PLO 7	PLO 8
1	A5. Students are able to show honest, responsible, caring, and independent characters in financial management work activities at companies and as entrepreneurs.	0	0	0	0	Participation
2	C4. Students are able to properly relate the basic concepts of financial management with science and technology and financial information.	Mid-term Exam, Participation	0	Assignment	End-term Exam	0
3	C3. Students are able to make strategic	0	End-term Exam,	0	End-term	0

	decisions well based on analysis of financial information and data.		Participation		Exam, Assignment	
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Student Performance

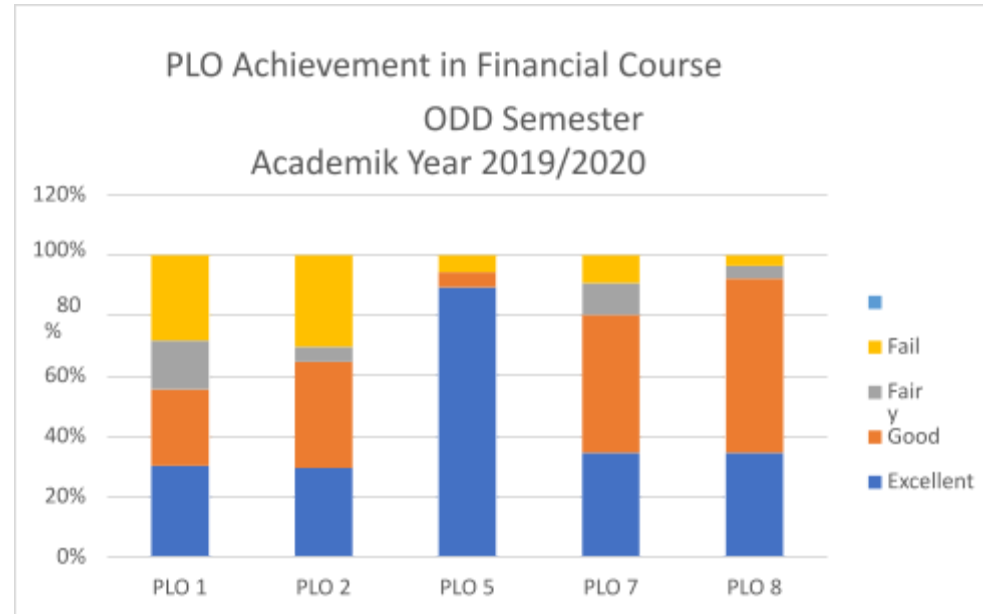
	Scoring	PLO 1	PLO 2	PLO 5	PLO 7	PLO 8	Total
Participation	20%	7%	7%	0%	0%	7%	20%
Assignment	30%	0%	0%	15%	15%	0%	30%
Mid-term Examination	20%	20%	0%	0%	0%	0%	20%
End-term Examination	30%	0%	15%	0%	15%	0%	30%
		27%	22%	15%	30%	7%	100%

Student Performance

	PLO2	PLO6	PLO7	PLO8
Excellent	40	40	40	40
Good	29	29	29	29
Fair	3	3	3	3
Fail	2	2	2	2
	74	74	74	74

Student Performance

	PLO2	PLO6	PLO7	PLO8
Excellent	76%	54%	54%	54%
Good	18%	39%	39%	39%
Fair	4%	4%	4%	4%
Fail	3%	3%	3%	3%



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:

Criteria	Score
Communicate effectively, appreciate others' opinions; always attend the class on time; always submit the assignment on time; and always participate in the completion of group assignment	$85 \leq SA \leq 100$
Communicate effectively, appreciate others' opinions; 80% of attendance; submit 90% of the assignment; and often participate in the completion of group assignment.	$70 \leq SA < 85$
Communicate ineffectively, appreciate others' opinions; 75% of attendance; submit the 70% of assignment on time; and participate in the completion of group assignment.	$55 \leq SA < 70$
Communicate ineffectively, do not appreciate others' opinions; rarely attend the class; rarely submit the assignment; and rarely participate in the completion of group assignment	$\leq SA < 55$

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:

No	Aspects	Max. Score
1	Choosing an Interesting/Doable/Researchable Topic(s): a. Ideas and Topics are collected from reputable source (Excellent = 3, Good = 2, Fair = 1)	3
	Finding the appropriate method of analysis: b. The data are analyzed through reliable method: (Excellent = 3, Good = 2, Fair = 1)	3
2	Description of the finding/result Make a description about the calculated result and explain the meaning of the calculation result (Excellent = 3, Good = 2, Fair = 1)	3
3	Conclusion Make a conclusion including a suggestion for a better performance for the company according to the analysis (Excellent = 3, Good = 2, Fair = 1)	3
4	Assignment result paper a. Systematic report (Excellent = 3, Good = 2, Fair = 1)	3
5	Assignment result paper b. Language use (Excellent = 3, Good = 2, Fair = 1)	3
6	Assignment result paper c. Presentation (Excellent = 3, Good = 2, Fair = 1)	3

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

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

1. The ability to give answers correctly according to the key and rubrics;
2. The ability to provide robust argumentation according to theory;
3. The ability to provide systematic explanations; and
4. The ability to apply the essential concepts in a particular situation comprehensively.

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 ACTIVITY RECORDS

a. Sample of Student Attendance

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA

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

PRESENSI KULIAH

Periode 2019/2020 Gasal

Mata Kuliah : Intrinsic Approaches in Literature

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

Kelas : 2017B

Prodi : S1 Sastra Inggris

No	NIM	Nama Mahasiswa	Pertemuan Ke														%	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14		15
			22 Aug 19	29 Aug 19	05 Se p 19	12 Se p 19	19 Se p 19	26 Se p 19	03 Oc t 19	10 Oc t 19	17 Oc t 19	24 Oc t 19	31 Oc t 19	07 Nov 19	14 Nov 19	28 Nov 19	05 Dec 19	%
1.	140201540 17	GANINDRA AHMAD ALTAMIR	A	H	A	A	H	A	H	H	H	I	A	H	A	A	H	53.3 %

b. Sample of Course Log Book

Pertemuan	Tanggal / Dosen	Topik	Status	Peserta	EDIT/SIMPAN	Peserta	Barcode
Ke 1	22 Agustus, 2019 Dosen: ALI MUSTOFA	1. Introduction 2. Terry Eagletons Doing English 3. Wellek and Warrens Theory of literature	Terjadwal	34			
Ke 2	29 Agustus, 2019 Dosen: ALI MUSTOFA	1. The Nature of Literary Criticism 2. Literary Criticism and Literary Theory 3. Some Critical Theories 4. Introduction of New Criticism/Formalism 5. Sharing and Discussion	Terjadwal	35			
Ke 3	5 September, 2019 Dosen: ALI MUSTOFA	1. Introduction of Russian Formalism 2. Vladimir Propps Morphology of Folktales 3. 31 Functions 4. 8 characters/roles 5. the application to Lord of the Rings Movie 6. Discussion and sharing	Terjadwal	31			
Ke 4	12 September, 2019 Dosen: ALI MUSTOFA	1. Introduction to Tzvetan Todorovs equilibrium 2. Five (5) stages of equilibrium 3. the application 4. Sharing and discussion 5. Q and A	Terjadwal	35			

c. Sample of Assignment:

<p>a) To identify the binary opposition in the story being discussed</p> <p>b) To discuss the relationship between the binary opposition and the development of the plot of story.</p> <p>c) To identify the meaning of the binaries in the story being analysed</p>	<p>Quiz on Guy de Maupassant's "The Necklace"</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. What binaries are found in the story? Explain! 2. Why do those binaries exist? Does the author intentionally put those binaries? Do those binaries have the relationship with the plot development of the story? 3. What is the purpose of the binaries in the story? Explain! 	<ul style="list-style-type: none"> - Clarity and briefness - Grammar - Diction - Literariness 	<p>25%</p> <p>25%</p> <p>25%</p> <p>25%</p>
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d. Sample of Mid-term Test

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KEMENTERIAN RISET TEKNOLOGI DAN INFORMATIKA
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS

Sarana Laboratorium Surababaya
Gedung T4 Lantai V
Surabaya 60131 Telp./Fax: 031 7512142
Email: labbahasa@unesa.ac.id

UJIAN TENGAH SEMESTER GASAL 2019/2020

MATA KULIAH : INTRINSIC APPROACHES IN LITERATURE
KODE MATA KULIAH : 7920202240
JUMLAH SKS : 2 SKS
PRODI/ ANGKATAN : SASTRA INGGRIS/2017
HARI/ TANGGAL : SENIN/7 OKTOBER 2019
ALOKASI WAKTU : 100 MENIT/07.00-08.40
DOSEN : ALI MUSTOFA

Short answer essay: answer the following questions briefly and clearly!

1. What is literary theory for? Explain and give examples to your answer (20 points).
2. How significant is studying literary theory in doing literary analysis? Explain and give examples (20 points).
3. What are the main principles of new criticism? What stages of analysis are used in New Criticism? Explain and give examples to your answer (20 points).
4. What are the main differences of structuralism and new criticism? Explain and give examples to your answer (20 points).
5. What are the principles of reader response criticism? Explain and give examples to your answer (20 points).

Rubrik Penilaian

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Request Signatures

No	Kriteria	Bobot	Skor				Jumlah
			1	2	3	4	
1	Pengertian evaluasi pembelajaran dijelaskan dengan tepat	1					
2	Tujuan Utama evaluasi pembelajaran dijelaskan dengan tepat	1					
3	Pengertian penilaian dalam kurikulum 2013 dijelaskan dengan tepat	2					
4	Bentuk dan instrument kompetensi sikap disebutkan dengan tepat	2					
	Bentuk dan instrument kompetensi pengetahuan disebutkan dengan tepat	2					
	Bentuk dan instrument kompetensi ketrampilan disebutkan dengan tepat	2					
Jumlah							
Nilai Akhir (Jumlah 40) x100							

Keterangan:
 Skor 4 : Penjelasan lengkap dan tepat.
 Skor 3 : Penjelasan lengkap dan kurang tepat.
 Skor 2 : Penjelasan kurang lengkap dan kurang tepat.
 Skor 1 : Penjelasan tidak lengkap.

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e. Sample of End-term Test

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UNESA

KEMENTERIAN RISET TEKNOLOGI DAN INFORMATIKA
UNIVERSITAS NEGERI SURABAYA
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SAstra INGGRIS

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Email: balaisanggrs@unesa.ac.id

UJIAN AKHIR SEMESTER GASAL 2019/2020

MATA KULIAH : INTRINSIC APP. IN LITERATURE
KODE MATA KULIAH : 7920202240
JUMLAH SKS : 2 SKS
PRODI/ ANGKATAN : SAstra INGGRIS/2017
HARI/ TANGGAL : SELASA/17 DESEMBER 2019
ALOKASI WAKTU : 100 MENIT/10.40-12.20
DOSEN : ALI MUSTOFA

TAKE HOME ASSIGNMENT

Please read the following instruction carefully:
Please write a critical essay containing some issues of discursive problems by using:

1. Reader Response Criticism/Reception Theory by Wolfgang Iser,
2. Semiotics: a) Roland Barthes' Simulacrum, Codes: hermeneutics, cultural,
b) Charles Sanders Peirce's Sign, Object, Interpretant, & Representamen
3. Jacques Derrida's Deconstructive Reading Method

You may use one of the following novels to be the source of analysis:

1. Shanghai Baby by Wei Hui
2. The Bluest Eye by Toni Morrison
3. Things Fall Apart by Chinua Achebe

Page: 1 of 1 Words: 274 English (U.S.) 90%

ENG 18:29

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3. Things Fall Apart by Chinua Achebe

Your essay must comprise: title, abstract, name (your name), Introduction, Theoretical Review, Analysis and Findings, Discussion, Conclusion, and References you are citing in your essay. Each reference must be clearly recorded in the body of the essay. If not, it will be considered plagiarism which will result in the decreasing of the score. The essay is written on A4 type of paper, 12 font, times new roman style, doubled line spacing, margin: up 4cm, left 4cm, right 3cm, and down 3cm.

Please submit the essay on time. No tolerance for late submission. Thank you.

Keterangan:
Skor 4.: Penjelasan lengkap dan tepat.
Skor 3.: Penjelasan lengkap dan kurang tepat.
Skor 2.: Penjelasan kurang lengkap dan kurang tepat.
Skor 1.: Penjelasan tidak lengkap.

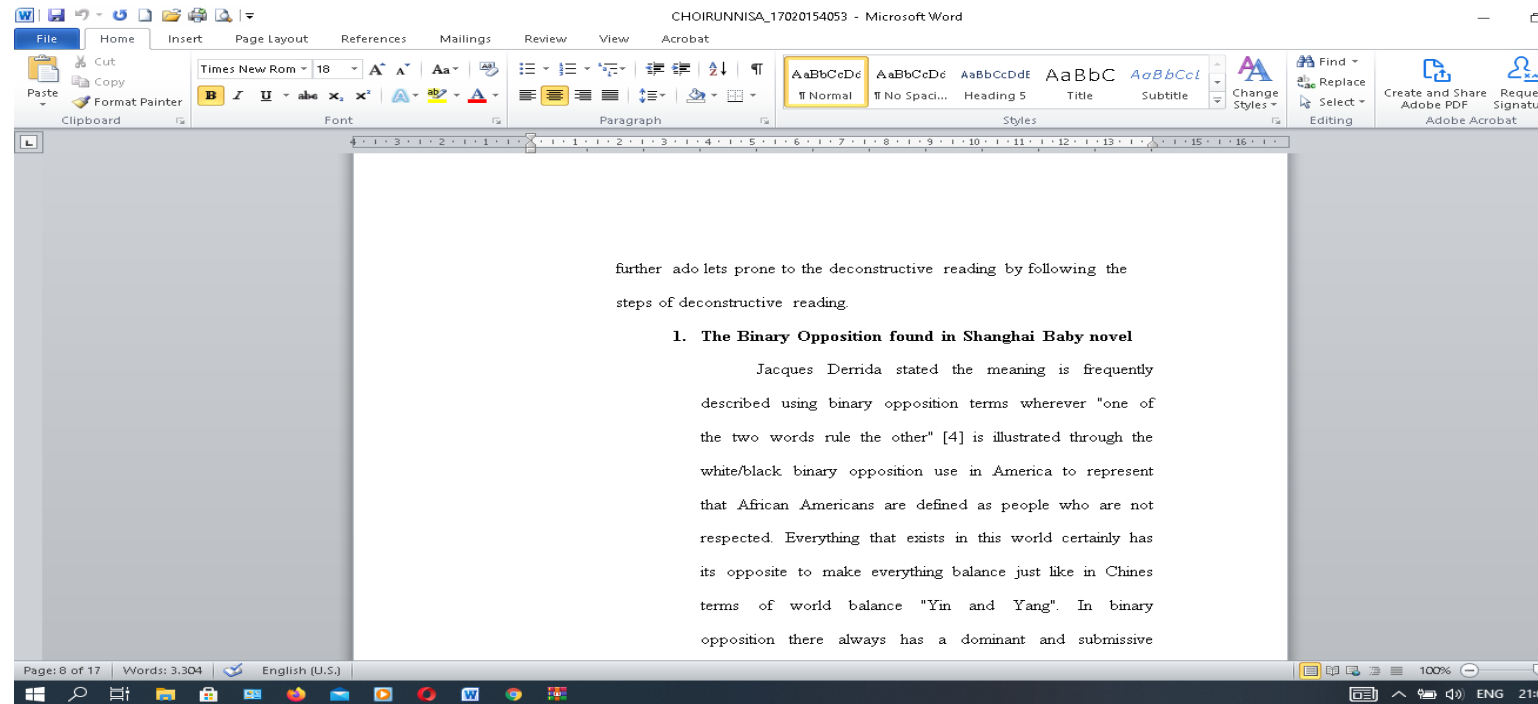
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f. Sample of Student's Answer to Assignment, Mid-term, and End-term Test

1. Sample of Student's Answer to Assignment :



2. Sample of Student's Answer to Mid Term:

011_Midterm_Ditha Seftyn Marshanda [Compatibility Mode] - Microsoft Word

Class : Intrinsic Approaches to Literature 2017A

Midterm Test Assignment

**LEVI-STRAUS: BINARY OPPOSITION PERSPECTIVE ANALYSIS
ON THE STORY OF RORO JONGGRANG**

Abstract

Roro Jonggrang is one of the legendary myths in Indonesia because of the slope of the story line. As one of the famous legends in Indonesia, Roro Jonggrang's storyline that has a lot of opposition. The data analysis of this article used was a descriptive technique. This study found that in the story of the Candi Prambanan. The purpose of this article is to analyze the binary opposition structure from the story of Roro Jonggrang. This analyzes the opposition of the characteristics of the main character, as well as the reversal of the heyday of two kingdom periods which have two kings with opposite characteristics, which ultimately affects the difference in equality in the period of each kingdom. Levi-Strauss: Binary Opposition Perspective helps to dissect the opposition that exists in the myth of Roro Jonggrang.

Introduction

Levi-Strauss is one of the theories used to analyze culture, including myth. This theory sees culture as one symbolic system or symbolic system configuration. Tthus to understand a particular set of cultural symbols one has to see it in terms of the whole system where the

Page: 1 of 5 | Words: 2,003 | English (U.S.) | 100%

3. Sample of Student's Answer to Final Term:

Fitri Yuniar Santoso / 17020154060

(Intrinsic Approaches in Literature) 2017B final exam

Reader-Response Criticism: Racism in Toni Morrison's *The Bluest Eye*

Abstract

The Bluest Eye, a novel by an African-American writer named Toni Morrison. This novel is Morrison's first novel. It was published in 1970 and it takes place in Morrison's home town in Lorain, Ohio. *The Bluest Eye* is about a young African-American black girl named Pecola Breedlove. Pecola suffers a lot in her life because she is different, black, her financial family is unstable, and people say that she is ugly. Pecola wishes to have beautiful blue eyes to make her beautiful, so people will not make fun of her, bully her, judge her, discriminate against her. She always thinks that she has those blue eyes to make her pretty. This paper will apply a reader-response criticism theory. This reader-response criticism is a theory that is focused on the reader's reaction to understand the text. And this paper will focus on Racism and the effects to the character in *The Bluest Eye* story.

Key Words- *Racism, Racial Discrimination*

Introduction

By using the reader-response theory, this paper will tell about Racism and the effects shown in *The Bluest Eye* novel. The term of Racism is also about Race, Ethnicity, and Discrimination.

Based on Clair and Denis (2015), racism is a taken-for-granted belief which posits that some racial groups are naturally superior to or more deserving of material and symbolic resources than other groups. Racism is an ideology that determines the individuals' behavioral acts of certain forms of racial discrimination. Discrimination itself is a feeling about the racial prejudice or attitudes, racial stereotypes or beliefs, and racism that linked with

the racial disadvantage. Racial discrimination occurs when people have different treatments to individuals who have a different race to them. It can be explained as unfairness acts to the individuals who are different from the others. Sociological approaches to racism in the mid- to late twentieth century were largely concerned with detailing the relationship between racism, racial discrimination, and racial inequalities (Clair and Denis, 2015). And social psychologists say that it can affect to their mental health and they will suffer a lot. According to Pacoe and Richman (2009), it can make them do something dangerous or unhealthy that can hurt them, and they will not do healthy behaviors.

Theoretical Review

Reader-response criticism is a theory which is focused to the reader or audience's reaction to understand the meaning of the text. According to Jane P. Tomkins, it says that reader-response criticism is not a conceptually combined critical position, but it is a term that has associated with the work of critics who use the words reader, the reading process, and response to highlight an area of inspection. Reader response criticism theory develops open-ended problem solving strategies, which has a purpose to help the readers with the work of interpretation.

Analysis and Discussion

In *The Bluest Eye* novel, Pecola is the lead character, it tells that Pecola's life has suffered a lot from racial discrimination, such a sad life. It starts from her family the racial discrimination comes to her life. Pauline Breedlove, Pecola's mother, she abuses her own daughter. She works as a maid in the white family in Lorainne, Ohio. She is treating the white girl of her employers so well than her own daughter, Pecola, just because of the colour of the skin. Pecola has never felt love from her own mother because she has dark skin, dark eyes, and woolly hair so her mother chooses the white girl of her employers. What Pauline did is one of the behavioral act of racial discrimination. She did a race-conscious preferential treatment for the purpose of rectifying racial inequality. She treats her employers' family so special is not only because Pauline is their maid, but she wants the white family also treat her well and not being racism to her. But then Pauline is being racism to her own daughter.

That is not just her own mother who mistreats her, but also people around her, her school friends, even strangers. One day, Pecola wants to buy candy so she goes to the grocery store. When Pecola comes, the shopkeeper named Mr. Yacobowski, looking at her in disgust glare. He cannot look at her for a long time, he even says "How can a fifty-two-year-old white immigrant storekeeper... see a little black girl?" (*The Bluest Eye*, 48). He glares at once that he pretends that he does not see her presence. Even when Pecola is about to pay the candies, Mr. Yacobowski does not want his hands to touch Pecola's hand when she gives the money. Seeing his act like that, her feeling is hurt. She wants to be angry, but she ends up just hold her anger to the storekeeper. What Mr. Yacobowski did is showing that he has Negrophobia, which means that he has a phobia with black people.

There is another incident too, which is an example of immoral black-black treatment. In this case, it is one of racism's term named same-race discrimination, which has mean that the perpetrator and the object of the

discrimination are from the same racial group. In *The Bluest Eye*, we can see from what Geraldine and her son did to Pecola. Geraldine, a black lady, who has a son named Junior. She asks her son to not play with *niggers* because she says that they are dirty. But when Pecola is on her way back home, that kid, Junior, Geraldine's son, who likes to bully girls, calling Pecola to come to him. Junior says that he wants to show Pecola his kittens in his house. He asks her to follow him to his house, and Pecola follows him for real. But then Junior traps her. He mistreats her in his house. He throws his big black cat to her face then he locks her in a room. Until Geraldine is home, she is shocked to see Pecola in her house. She asks Junior, then he answers "She killed our cat." Geraldine looks at Pecola in disgust then she says, "Get out," with her voice quiet. "You nasty little black bitch. Get out of my house." (*The Bluest Eye*, 106). Geraldine and her son seem like they have a Negrophobia too, even though they are also from black people.

Pecola always thinks that she is ugly so people always mistreat her and make fun of her physical appearance. Discrimination affects her life. She feels that she is worthless and no one will think that she is pretty. And it makes her to develop a thought that she is ugly, no one wants to be her friends even they do not want to talk to her. Racial discrimination makes Pecola does not have anyone or place where she can make her feel safe. Pecola even says, "Please, God," she whispered into the palm of her hand. "Please make me disappear." (*The Bluest Eye*, 45). That words refer to she does not want to stay alive anymore. But then she wants blue eyes. She thinks that if she has blue eyes, it will make her pretty and people will not bully her. And she will never feel racial discrimination. According to Pacoe and Richman (2009), it can make them to do something dangerous or unhealthy that can hurt them, and they will not do healthy behaviors. Based on Pacoe and Richman (2009), it already has shown when Pecola wants her self disappears and she develops an unhealthy thought that she is ugly and worthless, which will never make her be happy.

Conclusion

Racism has some terms, such as race, ethnicity, racial discrimination, even same-race discrimination. Racism comes from white people who always mistreat black people. But from *The Bluest Eye*, we even can see that there is also same-race discrimination. Black-black treatment, which means that black people also bully people who are from the same racial group as them. Through Toni Morrison's writing, she wants to tell the black people, the African-Americans to be proud of their black identity. It shows from Pecola's life story. She suffers a lot because of racial discrimination. People, especially white people bully her so bad until it effects to Pecola's mental health.

References

- (Burke, Booth, & Fish, n.d.; Clair, Denis, The, Encyclopedia, & Denis, 2019; Hoffman, 2019; Pager & Shepherd, n.d.; *Reader-Response Theory I*, 1978; Victorian Equal Opportunity and Human Rights Commission, n.d.)Burke, K., Booth, W., & Fish, S. (n.d.). *Reader Response Theory Reader Response Theory*.

- Clair, M., Denis, J. S., The, R., Encyclopedia, B., & Denis, J. S. (2019). *Article · May 2019*. (June), 2–4. <https://doi.org/10.1002/9781405165518.wbeos1238>
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- Victorian Equal Opportunity and Human Rights Commission. (n.d.). *Racism : definition, research and laws What is racism? Is racism an issue in Australia?* 1. Retrieved from https://www.humanrightscommission.vic.gov.au/media/k2/attachments/Racism_-_definition_research_and_laws.pdf