

		<p align="center"> Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S2 Pendidikan Bahasa dan Sastra </p>						Kode Dokumen																																										
<p align="center">RENCANA PEMBELAJARAN SEMESTER</p>																																																		
MATA KULIAH (MK)		KODE	Rumpun MK		BOBOT (sks)		SEMESTER	Tgl Penyusunan																																										
Methods Of Research In Literature		8811102107			T=2	P=0	ECTS=4.48	2	18 April 2025																																									
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi																																											
				Dr. Titik Indarti, M.Pd.																																											
Model Pembelajaran	Case Study																																																	
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																	
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																	
	Matrik CPL - CPMK																																																	
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">CPMK</div>																																																
	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																																	
	CPMK	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="17">Minggu Ke</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>																Minggu Ke																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Deskripsi Singkat MK	This course aims to give students a coherent understanding of various theoretical and critical tools used to interpret texts by introducing them to strategies of close reading and to larger discussions regarding textual analysis. Although the course will not necessarily encompass the entire history of literary and cultural criticism, it will examine a range of schools and methods. These schools and methods will be grounded historically and will be situated and contextualized within larger critical conversations that have developed over time																																																	
Pustaka	Utama :																																																	
	1. Harner, 4th ed. 2002. Literary Research Guide 2. Gibaldi, 2nd ed. 1998. The MLA Style Manual and Guide to Scholarly Publishing 3. Holman, Harmon. 9th ed., 1998. A Handbook to Literature, 4. Greetham. 1994. Textual Scholarship: An Introduction 5. Tyson, Lois. 2006. Critical Theory Today: A User-Friendly Guide																																																	
	Pendukung :																																																	
Dosen Pengampu	Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D. Dr. Ali Mustofa, S.S., M.Pd. Ahmad Munir, S.Pd., M.Ed., Ph.D.																																																	
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)																																											
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)																																													
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																											

1	Analyzing multiple genres of cultural expression at the level of both content and form;Doing the same for what is called theoretical or critical writing;Understanding key debates in the history of reading, and remain alert to the fact that reading is historical;Speculating about the role of literary thinking in the 21st century, with attention to its institutional situation, the history of its practices, and the possibilities for its future;Creating critical interventions of one's own, in multiple genres, using close analysis of cultural forms to make larger claims about the world and how people live in it.	Being able to analyze multiple genres of cultural expression at the level of both content and form;Having the capability to Do the same for what is called theoretical or critical writing;Being able to Understand key debates in the history of reading, and remain alert to the fact that reading is historical;Being able to Speculate about the role of literary thinking in the 21st century, with attention to its institutional situation, the history of its practices, and the possibilities for its future; Having the competency to Create critical interventions of one's own, in multiple genres, using close analysis of cultural forms to make larger claims about the world and how people live in it		Lecture Workshop Mini conference Sharing and Discussion 2 X 50			0%
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10	Analyzing multiple genres of cultural expression at the level of both content and form;Doing the same for what is called theoretical or critical writing;Understanding key debates in the history of reading, and remain alert to the fact that reading is historical;Speculating about the role of literary thinking in the 21st century, with attention to its institutional situation, the history of its practices, and the possibilities for its future;Creating critical interventions of one's own, in multiple genres, using close analysis of cultural forms to make larger claims about the world and how people live in it.	Being able to analyze multiple genres of cultural expression at the level of both content and form;Having the capability to Do the same for what is called theoretical or critical writing;Being able to Understand key debates in the history of reading, and remain alert to the fact that reading is historical;Being able to Speculate about the role of literary thinking in the 21st century, with attention to its institutional situation, the history of its practices, and the possibilities for its future; Having the competency to Create critical interventions of one's own, in multiple genres, using close analysis of cultural forms to make larger claims about the world and how people live in it		LectureWorkshopMini conferenceSharing and Discussion 2 X 50			0%

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Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
		0%

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-CPMK 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. **Bentuk 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. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.