



**Universitas Negeri Surabaya
Faculty of Languages and Arts
English Literature Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Poetry Appreciation	7920202279	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	3	May 5, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum		Ephrilliana Noor F. S.Hum., M.Hum			Dr. Ali Mustofa, S.S., M.Pd.	

Learning model	Case Studies																																																																																																				
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																				
	PLO-5 Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																																																				
	PLO-6 Being able to create sound academic or non-academic works for various audiences and purposes																																																																																																				
	PLO-8 Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa																																																																																																				
	PLO-12 Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners.																																																																																																				
	Program Objectives (PO)																																																																																																				
	PO - 1 Being able to analyze the elements of poetry and how they contribute to the meaning and impact of poetry																																																																																																				
	PO - 2 Being able to critically evaluate the themes and messages of poetry, including the use of historical, social, and cultural contexts																																																																																																				
	PO - 3 Become able to produce personal responses to poetry through reflective writing, discussion, and presentation, and apply critical thinking skills to engage with the text																																																																																																				
	PO - 4 Being able to advocate cultural diversity in various interactions that involve different cultures																																																																																																				
	PLO-PO Matrix																																																																																																				
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																					
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Short Course Description This course is designed to train students in the art of appreciating poetry. Focuses upon the formal properties of poetry and studies the conventions of the genre as it develops within or across historical periods and/or cultures. The first part of the class will introduce a variety of short poems and educate students in the skills necessary for reading and understanding poetry. They will also learn how to scan lines for meter and rhythm; learn how to do simple analysis to the use of figures of speech such as metaphor, metonymy, personification, allusion and so on; and they will also identify and appreciate techniques of sound and structure to better understand and appreciate poetry works. The course will modify the methods of lecturing, performance, group discussion, questions and answers, and peer assessment.

References	Main :	<ol style="list-style-type: none"> 1. Kennedy, X. J. and Dana Gioia (2002) <i>An Introduction to Poetry</i> . New York: Longman 2. Wolosky, Shira (2001) <i>The Art of Poetry. How to Read A Poem</i> . Oxford: OUP, Inc. Supplementary readings: 3. Altenbernd, Lynn and Lesslie Lewis (1966) <i>A Handbook for the Study of Poetry</i> . London: The Macmillan Company 4. Barnett, Sylvan. et al (1995) <i>An Introduction to Literature</i> . New York: HarperCollins College Publishers 5. Capella, David and Wormser, Baron (2000) <i>Teaching the Art of Poetry: The Moves</i> . Mahwah, NJ: Lawrence Erlbaum Associates 6. Grace, William J (1965) <i>Response to Literature</i> . New York: McGraw-Hill Company 7. Holman, Hugh C (1981) <i>A Handbook to Literature</i> . Indianapolis: Bobbs-Merill Educational Publishing 8. McMichael (1980) Editor. <i>Anthology of American Literature</i> . New York: Macmillan Publishing Co. Inc., 9. Perrine, Laurence (1977) <i>Sound and Sense: An Introduction to Poetry</i> . New York: New York: Harcourt, Brace Jovanovich, Inc. 10. Reaske, Christopher R (1970) <i>The Writer's Guide to the Study of Literature</i>, New York: Random House 11. Rosenthal, M.L. and A. J. M. Smith (1973) <i>Exploring Poetry</i> . New York: The Macmillan Company 12. . Shaw, Harry (1972) <i>Concise Dictionary of Literary Terms</i>. New York: McGraw-Hill. 13. . Wayne, Philip (1946) <i>The Heritage of Poetry: English Poems for Chaucer to the Present Day</i> . London: Longmans, Green and Co,
	Supporters:	

Supporting lecturer	Prof. Dra. Pratiwi Retnaningdyah, M.Hum., M.A., Ph.D. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. Uci Elly Kholidah, S.S., M.A.
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Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	<ol style="list-style-type: none"> 1. Being able to analyze elements of poetry using TPCASTT through a poster project 2. Being able to explicate selected poems 	- To be able to identify the definition of poetry, read the poetry of "STOPPING BY WOODS ON A SNOWY EVENING", the ages of poetry - To be able to explain what is poetry and the ages of poetry	Criteria: Introduction to Poetry Form of Assessment : Participatory Activities	- Asking students to prepare today's material - Discussion, lecture - Question-answer 2 X 50		Material: Introduction to Poetry Bibliography: Kennedy, XJ and Dana Gioia (2002) <i>An Introduction to Poetry</i> . New York: Longman	5%
2	<ol style="list-style-type: none"> 1. Being able to analyze elements of poetry using TPCASTT through a poster project 2. Being able to explicate selected poems 	- To be able to identify the definition of poetry, read the poetry of "STOPPING BY WOODS ON A SNOWY EVENING", the ages of poetry - To be able to explain what is poetry and the ages of poetry	Criteria: Introduction to Poetry Form of Assessment : Participatory Activities	- Asking students to prepare today's material - Discussion, lecture - Question-answer 2 X 50		Material: Introduction to Poetry Bibliography: Kennedy, XJ and Dana Gioia (2002) <i>An Introduction to Poetry</i> . New York: Longman Material: Anamatopia Bibliography: Wolosky, Shira (2001) <i>The Art of Poetry. How to Read A Poem</i> . Oxford: OUP, Inc. Supplementary readings:	5%
3	<ol style="list-style-type: none"> 1. Being able to analyze elements of poetry using TPCASTT through a poster project 2. Being able to explicate selected poems 	- To be able to identify the definition of poetry, read the poetry of "STOPPING BY WOODS ON A SNOWY EVENING", the ages of poetry - To be able to explain what is poetry and the ages of poetry	Criteria: Understanding TPCASTT Form of Assessment : Participatory Activities	- Asking students to prepare today's material - Discussion, lecture - Question-answer 2 X 50		Material: TPCASTT Bibliography: Wolosky, Shira (2001) <i>The Art of Poetry. How to Read A Poem</i> . Oxford: OUP, Inc. Supplementary readings:	5%

4	· To understand and identify the use of imagery	1.Students are able to understand TPCASTT 2.Students are able to apply for TPCASTT	Criteria: written and oral Form of Assessment : Project Results Assessment / Product Assessment	Brief explanation and applying TPCASTT 2 X 50		Material: TPCASTT Bibliography: <i>Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company</i>	5%
5	· To understand and identify the use of imagery	1.Students are able to understand TPCASTT 2.Students are able to apply for TPCASTT	Criteria: written and oral Form of Assessment : Project Results Assessment / Product Assessment	Brief explanation and applying TPCASTT 2 X 50		Material: TPCASTT Bibliography: <i>Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company</i>	5%
6	· To understand and identify the use of imagery	1.Students are able to understand TPCASTT 2.Students are able to apply for TPCASTT	Criteria: Exhibition of Analysis TPCASTT Form of Assessment : Project Results Assessment / Product Assessment	Brief explanation and applying TPCASTT 2 X 50		Material: TPCASTT Bibliography: <i>Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company</i>	5%
7	1.Being able to write responses to others' poetry analysis 2.Being able to summarize important elements of an article on language/literature 3.Being able to produce a scholarly essay of 2000-2500 words on language or literature	Point out 3 examples of cultural bumps in the case	Criteria: written and oral Form of Assessment : Participatory Activities			Material: Explication of Poetry Bibliography: <i>Barnett, Sylvan. et al (1995) An Introduction to Literature. New York: HarperCollins College Publishers</i>	5%
8	1.Being able to write responses to others' poetry analysis 2.Being able to summarize important elements of an article on language/literature 3.Being able to produce a scholarly essay of 2000-2500 words on language or literature	Point out 3 examples of cultural bumps in the case	Criteria: 1.written and oral 2.Midterms Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Reading some poetry		Material: Explication of Poetry Bibliography: <i>Barnett, Sylvan. et al (1995) An Introduction to Literature. New York: HarperCollins College Publishers</i>	20%

9	<p>1. Being able to produce haiku, cinquain, and acrostic</p> <p>2. Being able to elements of a poem analysis</p>	Students can create a Haiku poet	<p>Criteria: written and oral</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Choose a topic: Haiku poems often focus on nature, but you can choose any topic that inspires you. Think about something that you find beautiful or interesting, or something that invokes a particular feeling or emotion.		<p>Material: Haiku Bibliography: <i>Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company</i></p>	5%
10	<p>1. Being able to produce haiku, cinquain, and acrostic</p> <p>2. Being able to elements of a poem analysis</p>	Students can create a Cinquen poet	<p>Criteria: written and oral</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Choose a topic: Haiku poems often focus on nature, but you can choose any topic that inspires you. Think about something that you find beautiful or interesting, or something that invokes a particular feeling or emotion.		<p>Material: Haiku Bibliography: <i>Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company</i></p> <hr/> <p>Material: Cinquen Bibliography: <i>Altenbernd, Lynn and Lesslie Lewis (1966) A Handbook for the Study of Poetry . London: The Macmillan Company</i></p>	5%
11	<p>1. Being able to produce haiku, cinquain, and acrostic</p> <p>2. Being able to elements of a poem analysis</p>	Students can analyze the imagery of the specific poetry	<p>Criteria: written and oral</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Choose a topic: Imagery poems often focus on nature, but you can choose any topic that inspires you. Think about something that you find beautiful or interesting, or something that invokes a particular feeling		<p>Material: Imagery Bibliography: <i>Barnett, Sylvan. et al (1995) An Introduction to Literature. New York: HarperCollins College Publishers</i></p>	5%

12	<ol style="list-style-type: none"> 1. Being able to explicate selected poems 2. Being able to elements of a poem analysis 3. Being able to write responses to others' poetry analysis 4. Being able to summarize original paragraph on language/literature 	students will deepen their understanding of the unique features and characteristics of each form	<p>Criteria: written</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Take a class: Consider taking a poetry class or workshop at a local community center, college, or online. This can be a great way to learn about different types of poetry and get feedback on your own work.		<p>Material: Types of poetry Death Desire Despire</p> <p>Library: <i>Barnett, Sylvan. et al (1995) An Introduction to Literature. New York: HarperCollins College Publishers</i></p>	5%
13	<ol style="list-style-type: none"> 1. Being able to write responses to others' poetry analysis 2. Being able to paraphrase an original paragraph on language/literature 	students can deepen their understanding of the relationship between an author's life and their writing, and can develop a more nuanced and sophisticated appreciation of literature as a form of expression and art	<p>Criteria: 5</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Read two poems and biography of the author. Make a group of 3 to discuss the comparison of the poem and the author.		<p>Material: Compare and contrast what we can learn about the author of the short biography and what we can learn from the poem. Why are both important?</p> <p>Bibliography: <i>McMichael (1980) Editor. Anthology of American Literature. New York: Macmillan Publishing Co. Inc.,</i></p>	5%
14	<ol style="list-style-type: none"> 1. Being able to write responses to others' poetry analysis 2. Being able to paraphrase an original paragraph on language/literature 	students can deepen their understanding of the relationship between an author's life and their writing, and can develop a more nuanced and sophisticated appreciation of literature as a form of expression and art	<p>Criteria: written</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Read two poems and biography of the author. Make a group of 3 to discuss the comparison of the poem and the author.		<p>Material: Compare and contrast what we can learn about the author of the short biography and what we can learn from the poem. Why are both important?</p> <p>Bibliography: <i>McMichael (1980) Editor. Anthology of American Literature. New York: Macmillan Publishing Co. Inc.,</i></p>	5%
15	<ol style="list-style-type: none"> 1. Being able to use direct quotation of an original paragraph on language/literature 2. Being able to summarize original paragraph on language/literature 	wrap up	<p>Criteria: written and oral</p> <p>Form of Assessment : Participatory Activities</p>	Wrap up		<p>Material: wrap up</p> <p>Bibliography: <i>Reaske, Christopher R (1970) The Writer's Guide to the Study of Literature, New York: Random House</i></p>	5%

16	1. Being able to use direct quotation of an original paragraph on language/literature 2. Being able to summarize original paragraph on language/literature	wrap up	Criteria: written and oral Form of Assessment : Participatory Activities	Wrap up		Material: wrap up Bibliography: <i>Reaske, Christopher R (1970) The Writer's Guide to the Study of Literature, New York: Random House</i>	10%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Project Results Assessment / Product Assessment	45%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.