

Module/ Course Title : Appreciation of Phrose					
Module /Course code	student workload	Credits (ECTS)	Semester	Frequency	duration
SPI61015	119 hours	3 / 4,5	5	Every Year (August)	16 Meetings
1	Types of courses Compulsory coursework	contact hours 3 CU x 50 minutes = 150 =2,5 hours per week	independent study 3 CU x 120 minutes = 360 minutes = 6 hours	class size 30	
2	Prerequisites for participation Literary Theory				
3	<p>Course Description : This course focuses on identify, self-research, and explain the meaning, kinds, and types of phrose, the elements of phrose structure, and develop, apply creativity, and analyze Indonesian phrose.</p> <p>Intended Learning Outcomes (ILO)</p> <ol style="list-style-type: none"> ILOs 2: Graduates are expected to show a responsible attitude towards work in the field of Indonesian language and literature education independently. ILOs 4: Graduates are expected to understand research methods and frameworks in the fields of Indonesian literature. ILOs 5: Graduates are expected to be able to apply critical, evaluative, and innovative thinking in the context of implementation Indonesian literature. ILOs 8: Graduates are expected to able to appreciate Indonesian literature spoken and written. 				
4	<p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Understand, identify, self-research, and explain the meaning, objectives, and significances of appreciation. Understand, identify, self-research, and explain the meaning, kinds, and types of phrose Understand, identify, self-research, and explain the elements of phrose structure Develop, apply creativity, and practice Drama Appreciation Course activities in phrose analysis <p>Course content(s)</p> <ol style="list-style-type: none"> Week 1: System explanation and lecture overview Week 2: Understanding Prose Week 3: History and development of prose in Indonesia 1 (Chinese Prose) Week 4: History and development of prose in Indonesia 2 (Hybrid Prose) Week 5: History and development of prose in Indonesia 3 (Wild Readings, Little-Romance, and Popular Literature) Week 6: History and development of prose in Indonesia 4 (Canon Prose) Week 7: History and development of prose in Indonesia 5 (Stories of Silat and Historical Novels) Week 8: Mid-Term Test Week 9: History and development of prose in Indonesia 6 (Lyric Prose and Narrative Poetry) Week 10: History and development of prose in Indonesia 6 (Newspaper and Cyber Literature) Week 11: Analytical practice 1 (Theme selection and Article Outline) Week 12: Practice analysis 2 (Introduction Development) Week 13: Practice analysis 3 (Development of Discussion) Week 14: Practice analysis 4 (Closing Development) Week 15: Results presentation Week 16: Final Test 				
4	<p>Teaching methods</p> <p>The learning method refers to an active learning strategy that is performed with active student involvement and collaboration based on inquiry activities. Students actively seek various relevant reference sources, lecturers as facilitators provide stimulus and act as facilitators during the lecture process. The lecture activities are done as follows: 1) Studying the basic concept of Prose Appreciation and its definition also purpose, 2) Problem analysis, in this stage students analyze prose through discussion, for example theoretical implementation, 3) Discussion and Presentation, in this stage students exchange each other's opinions based on theme understudied, 4) Review and reflection, in this stage the lecturer gives material enforcement and lecture activity's reflection.</p>				

- 5** **Assessment methods**
1. Class attendance and participation. This assessment is taken from the attendance and participation of students through questions, answers, and discussions on the meetings 2 - 15.
 2. Structured assignment. The assessment is taken from student assignments on the meetings 2 - 15.
 3. Quiz. The quiz is held at the 6th meeting in the form of a written test. The test material is taken from the 2nd – 5th meeting materials.
 4. Mid-Term Exam. The Mid-Term Examination is held at the 8th meeting in the form of a written test. The test material is taken from the 2nd – 7th meeting materials.
 5. Final Exam. The Final Examination is held at the 16th meeting in the form of a performance. Students present the learning tools that have been mad from the 9th – 15th meetings.
- Assessment summary

Assessment Task	Task Type	Due	Weighting
Attendance and Class Participation		Throughout the course	10%
Structured Assignment 1	Summative	Meeting 1—16	15%
Quiz	Summative	Meeting 6	20%
Mid-Term Test	Summative	Meeting 8	25%
Final Test	Formative	Meeting 16	30%
TOTAL			100%

$$FS = 0,10 P + 0,15 Q + 0,20 SA + 0,25 MTE + 0,30 FE$$

Whereby:

FS = Final Score

SA = Structured Assignment

P = Participation

MTE = Mid-Term Examination

Q = Quiz

FE = Final Examination

6 **This module is used in the following degree programmes as well: (Yes)**


7 **Responsibility for module:** Muh. Fatoni Rohman, M.Pd.

8 **Other information:**

The followings are primary references such as journals, books, and other learning sources that are used for this lecture.


1. Teeuw, A. 1950. *Sastra dan Ilmu Sastra*. Jakarta: Balai Pustaka
2. Eagleton, Terry. 2010. *Teori Sastra Sebuah Pengantar Komprehensif* (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra.
3. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra* (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.
4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A. 1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*. Djakarta: PT. Pembangunan.
6. Teeuw, A. 1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta: PT. Pembangunan.
7. Teeuw, A. 1978. *Sastra Indonesia Baru I*. Ende: Nusa Indah
8. Teeuw, A. 1989. *Sastra Indonesia Modern II*. Jakarta: Pustaka Jaya
9. Rosidi, Ajip. 1969. *Ikhtisar Sejarah Sastra Indonesia*. Bandung: Penerbit Bina cipta
10. Sumardjo, Jakob. 2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio. 1990. *Sastra Hindia Belanda dan Kita*. Jakarta: Balai Pustaka.
12. Salmon, Claudine. 2010. *Sastra Indonesia Awal: Kontribusi Orang Tionghoa*. Jakarta: Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: *Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia*. Jakarta: KPG

Appendix Task Guidelines and Rubrics 1

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Phrose				
CODE	SPI 61015	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the definitions and types of prose					
DESCRIPTION					
Students are given an assignment to make a resume about the definitions and types of prose					
METHOD OF COMPLETION					
1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 2 entry ticket.					
OUTCOMES					
a. Object : Resume b. Outcome: students understand the basic concept, definition, and purpose of Prose Appreciation.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				
TIMES					
Meeting 2					
OTHERS : -					
REFERENCES					
1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i> . Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.					

4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A.1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*.Djakarta:PT.Pembangunan.
6. Teeuw, A.1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta:PT.Pembangunan.
7. Teeuw,A. 1978. Sastra Indonesia Baru I. Ende:Nusa Indah
8. Teeuw,A. 1989. Sastra Indonesia Modern II. Jakarta:Pustaka Jaya
9. Rosidi, Ajip.1969. *Ikhtisar Sejarah Sastra Indonesia*.Bandung:Penerbit Bina cipta
10. Sumardjo, Jakob.2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio.1990.Sastra Hindia Belanda dan Kita. Jakarta: BalaiPustaka.
12. Salmon, Claudine.2010. Sastra Indonesia Awal: Kontribusi Orang Tionghoa. Jakarta:Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 2

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Phrose				
CODE	SPI 61015	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the development of Indonesia prose 1 (Chinese literature)					
DESCRIPTION					
Students are given an assignment to make a resume about the development, type, figure, and example of Chinese literature					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 3 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : Resume b. Outcome: students understand the basic concept, definition, and purpose of Prose Appreciation. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the resume content easy to understand?				
The accuracy of	Does the resume contain clearly defined theories that				

formulating new knowledge structures	form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				

TIMES


Meeting 3

OTHERS : -

REFERENCES

1. Teeuw, A. 1950. *Sastra dan Ilmu Sastra*. Jakarta: Balai Pustaka
2. Eagleton, Terry. 2010. *Teori Sastra Sebuah Pengantar Komprehensif* (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra.
3. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra* (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.
4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A. 1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*. Djakarta: PT. Pembangunan.
6. Teeuw, A. 1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta: PT. Pembangunan.
7. Teeuw, A. 1978. *Sastra Indonesia Baru I*. Ende: Nusa Indah
8. Teeuw, A. 1989. *Sastra Indonesia Modern II*. Jakarta: Pustaka Jaya
9. Rosidi, Ajip. 1969. *Ikhtisar Sejarah Sastra Indonesia*. Bandung: Penerbit Bina cipta
10. Sumardjo, Jakob. 2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio. 1990. *Sastra Hindia Belanda dan Kita*. Jakarta: Balai Pustaka.
12. Salmon, Claudine. 2010. *Sastra Indonesia Awal: Kontribusi Orang Tionghoa*. Jakarta: Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. *Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia*. Jakarta: KPG

Appendix Task Guidelines and Rubrics 3

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Phrose				
CODE	SPI 61015	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the development of Indonesia prose 2 (Hybrid literature)					
DESCRIPTION					
Students are given an assignment to make a resume about the development, type, figure, and example of hybrid literature (indo-hindia)					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 4 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : Resume b. Outcome: students understand the basic concept, definition, and purpose of Prose Appreciation. 					

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				

TIMES

Meeting 4

OTHERS : -**REFERENCES**


1. Teeuw, A. 1950. *Sastra dan Ilmu Sastra*. Jakarta: Balai Pustaka
2. Eagleton, Terry. 2010. *Teori Sastra Sebuah Pengantar Komprehensif* (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra.
3. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra* (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.
4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A. 1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*. Djakarta: PT. Pembangunan.
6. Teeuw, A. 1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta: PT. Pembangunan.
7. Teeuw, A. 1978. *Sastra Indonesia Baru I*. Ende: Nusa Indah
8. Teeuw, A. 1989. *Sastra Indonesia Modern II*. Jakarta: Pustaka Jaya
9. Rosidi, Ajip. 1969. *Ikhtisar Sejarah Sastra Indonesia*. Bandung: Penerbit Bina cipta
10. Sumardjo, Jakob. 2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio. 1990. *Sastra Hindia Belanda dan Kita*. Jakarta: Balai Pustaka.
12. Salmon, Claudine. 2010. *Sastra Indonesia Awal: Kontribusi Orang Tionghoa*. Jakarta: Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: *Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia*. Jakarta: KPG

Appendix Task Guidelines and Rubrics 4

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDOONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Phrose				
CODE	SPI 61015	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the development of Indonesia prose 3 (Wild readings, little-romance, and popular literature)					
DESCRIPTION					
Students are given an assignment to make a resume about the development, type, figure, and example of wild readings, little-romance, and popular literature					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 5 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : Resume b. Outcome: students understand the basic concept, definition, and purpose of Prose Appreciation. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT		DESCRIPTOR		Performance Achievement Score	
				1	2
				3	4
The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				
TIMES					
Meeting 5					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i>. Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama. 					


4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A.1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*.Djakarta:PT.Pembangunan.
6. Teeuw, A.1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta:PT.Pembangunan.
7. Teeuw,A. 1978. Sastra Indonesia Baru I. Ende:Nusa Indah
8. Teeuw,A. 1989. Sastra Indonesia Modern II. Jakarta:Pustaka Jaya
9. Rosidi, Ajip.1969. *Ikhtisar Sejarah Sastra Indonesia*.Bandung:Penerbit Bina cipta
10. Sumardjo, Jakob.2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio.1990.Sastra Hindia Belanda dan Kita. Jakarta: BalaiPustaka.
12. Salmon, Claudine.2010. Sastra Indonesia Awal: Kontribusi Orang Tionghoa. Jakarta:Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 5

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Phrose				
CODE	SPI 61015	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the development of Indonesia prose 4 (Canon prose)					
DESCRIPTION					
Students are given an assignment to make a resume about the development, type, figure, and example of canon prose					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 6 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : Resume b. Outcome: students understand the basic concept, definition, and purpose of Prose Appreciation. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				

Responsibility	Do students create and submit resume based on instructions?				
TIMES					
Meeting 6					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i>. Jakarta:BalaiPustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati,et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama. 4. Welleck, Rene dan Austin Warren. 1989. <i>Teori Kesusasteraan</i> (Terjemahan Melani Budianta). Jakarta: PT. Gramedia 5. Teeuw, A.1955. <i>Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942</i>.Djakarta:PT.Pembangunan. 6. Teeuw, A.1955. <i>Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942</i>. Djakarta:PT.Pembangunan. 7. Teeuw,A. 1978. Sastra Indonesia Baru I. Ende:Nusa Indah 8. Teeuw,A. 1989. Sastra Indonesia Modern II. Jakarta:Pustaka Jaya 9. Rosidi, Ajip.1969. <i>Ikhtisar Sejarah Sastra Indonesia</i>.Bandung:Penerbit Bina cipta 10. Sumardjo, Jakob.2004. <i>Kesusasteraan Melayu Rendah: Masa Awal</i>. Yogyakarta: Galang Press. 11. Sastrowardoyo, Subagio.1990.Sastra Hindia Belanda dan Kita. Jakarta: BalaiPustaka. 12. Salmon, Claudine.2010. Sastra Indonesia Awal: Kontribusi Orang Tionghoa. Jakarta:Gramedia 13. https://digital.lib.washington.edu/researchworks/handle/1773/37821 14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG 					

Appendix Task Guidelines and Rubrics 6

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Phrose				
CODE	SPI 61015	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the development of Indonesia prose 5 (<i>Silat</i> story and historical novel)					
DESCRIPTION					
Students are given an assignment to make a resume about the development, type, figure, and example of <i>silat</i> stories, and historical novel.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 7 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : Resume b. Outcome: students understand the basic concept, definition, and purpose of Prose Appreciation. 					

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				

TIMES

Meeting 7


OTHERS : -**REFERENCES**

1. Teeuw, A. 1950. *Sastra dan Ilmu Sastra*. Jakarta: Balai Pustaka
2. Eagleton, Terry. 2010. *Teori Sastra Sebuah Pengantar Komprehensif* (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra.
3. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra* (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.
4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A. 1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*. Djakarta: PT. Pembangunan.
6. Teeuw, A. 1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta: PT. Pembangunan.
7. Teeuw, A. 1978. *Sastra Indonesia Baru I*. Ende: Nusa Indah
8. Teeuw, A. 1989. *Sastra Indonesia Modern II*. Jakarta: Pustaka Jaya
9. Rosidi, Ajip. 1969. *Ikhtisar Sejarah Sastra Indonesia*. Bandung: Penerbit Bina cipta
10. Sumardjo, Jakob. 2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio. 1990. *Sastra Hindia Belanda dan Kita*. Jakarta: Balai Pustaka.
12. Salmon, Claudine. 2010. *Sastra Indonesia Awal: Kontribusi Orang Tionghoa*. Jakarta: Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: *Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia*. Jakarta: KPG

Appendix Task Guidelines and Rubrics 8


	<p>UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</p>				
<p>STUDENT TASK GUIDELINE</p>					
<p>COURSE TITLE</p>	<p>Appreciation of Phrose</p>				
<p>CODE</p>	<p>SPI 61015</p>	<p>ECT</p>	<p>3</p>	<p>SEMESTER</p>	<p>5</p>
<p>LECTURER</p>	<p>Muh. Fatoni Rohman, M.Pd</p>				
<p>TASK FORM</p>					
<p>Mid-Term Test</p>					
<p>COURSE LEARNING OUTCOME</p>					
<p>Understanding the 1st – 7th meeting materials</p>					
<p>DESCRIPTION</p>					
<p>Students attend the mid-term test by doing a project test. The materials are taken from the 1st – 7th meeting materials.</p>					
<p>METHOD OF COMPLETION</p>					
<ol style="list-style-type: none"> 1. Students do the mid-term test by making a short story analysis that is appeared in KOMPAS individually. 2. The analysis script is done by using structural theory. 3. Script as the study source is the chosen one that is written by Indonesian authors. 4. Mid-term test is done through the project test. 5. The working time is 90 minutes. 					
<p>OUTCOMES</p>					
<ol style="list-style-type: none"> a. Object : written test b. Outcome: students understand the 2nd – 7th meeting materials. 					
<p>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</p>					
<p>The quiz's score is taken from the accuracy and the depth of analysis</p>					
<p>TIMES</p>					
<p>Meeting 8</p>					
<p>OTHERS : -</p>					
<p>REFERENCES</p>					
<ol style="list-style-type: none"> 1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i>. Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama. 4. Welleck, Rene dan Austin Warren. 1989. <i>Teori Kesusasteraan</i> (Terjemahan Melani Budianta). Jakarta: PT. Gramedia 5. Teeuw, A. 1955. <i>Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942</i>. Djakarta: PT. Pembangunan. 6. Teeuw, A. 1955. <i>Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942</i>. Djakarta: PT. Pembangunan. 7. Teeuw, A. 1978. <i>Sastra Indonesia Baru I</i>. Ende: Nusa Indah 8. Teeuw, A. 1989. <i>Sastra Indonesia Modern II</i>. Jakarta: Pustaka Jaya 9. Rosidi, Ajip. 1969. <i>Ikhtisar Sejarah Sastra Indonesia</i>. Bandung: Penerbit Bina cipta 10. Sumardjo, Jakob. 2004. <i>Kesusasteraan Melayu Rendah: Masa Awal</i>. Yogyakarta: Galang Press. 11. Sastrowardoyo, Subagio. 1990. <i>Sastra Hindia Belanda dan Kita</i>. Jakarta: Balai Pustaka. 12. Salmon, Claudine. 2010. <i>Sastra Indonesia Awal: Kontribusi Orang Tionghoa</i>. Jakarta: Gramedia 13. https://digital.lib.washington.edu/researchworks/handle/1773/37821 14. Kompilasi Karya: <i>Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia</i>. Jakarta: KP 					

Appendix Task Guidelines and Rubrics 7

	<p>UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDOONESIAN LANGUAGE AND LITERATURE EDUCATION</p>				
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Phrose				
CODE	SPI 61015	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the development of Indonesia prose 7 (Lyrical prose and narrative poetry)					
DESCRIPTION					
Students are given an assignment to make a resume about the development, type, figure, and example of lyrical and narrative works					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 9 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : Resume b. Outcome: students understand the basic concept, definition, and purpose of Prose Appreciation. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				
TIMES					
Meeting 9					
OTHERS : -					
REFERENCES					
<ol style="list-style-type: none"> 15. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i>. Jakarta: Balai Pustaka 16. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 17. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama. 					


18. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
19. Teeuw, A.1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*.Djakarta:PT.Pembangunan.
20. Teeuw, A.1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta:PT.Pembangunan.
21. Teeuw,A. 1978. Sastra Indonesia Baru I. Ende:Nusa Indah
22. Teeuw,A. 1989. Sastra Indonesia Modern II. Jakarta:Pustaka Jaya
23. Rosidi, Ajip.1969. *Ikhtisar Sejarah Sastra Indonesia*.Bandung:Penerbit Bina cipta
24. Sumardjo, Jakob.2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
25. Sastrowardoyo, Subagio.1990.Sastra Hindia Belanda dan Kita. Jakarta: BalaiPustaka.
26. Salmon, Claudine.2010. Sastra Indonesia Awal: Kontribusi Orang Tionghoa. Jakarta:Gramedia
27. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
28. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 8

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Phrose				
CODE	SPI 61015	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Explaining the development of Indonesia prose 7 (Newspaper and cyber literatures)					
DESCRIPTION					
Students are given an assignment to make a resume about the development, type, figure, and example of newspaper and cyber literatures					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 10 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : Resume b. Outcome: students understand the basic concept, definition, and purpose of Prose Appreciation. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the resume content easy to understand?				
The accuracy of formulating new	Does the resume contain clearly defined theories that form a new knowledge structure?				

knowledge structures					
Responsibility	Do students create and submit resume based on instructions?				
TIMES					
Meeting 10					
OTHERS : -					
REFERENCES					
1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i> . Jakarta: Balai Pustaka					
2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra.					
3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.					
4. Welleck, Rene dan Austin Warren. 1989. <i>Teori Kesusasteraan</i> (Terjemahan Melani Budianta). Jakarta: PT. Gramedia					
5. Teeuw, A. 1955. <i>Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942</i> . Djakarta: PT. Pembangunan.					
6. Teeuw, A. 1955. <i>Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942</i> . Djakarta: PT. Pembangunan.					
7. Teeuw, A. 1978. <i>Sastra Indonesia Baru I</i> . Ende: Nusa Indah					
8. Teeuw, A. 1989. <i>Sastra Indonesia Modern II</i> . Jakarta: Pustaka Jaya					
9. Rosidi, Ajip. 1969. <i>Ikhtisar Sejarah Sastra Indonesia</i> . Bandung: Penerbit Bina cipta					
10. Sumardjo, Jakob. 2004. <i>Kesusasteraan Melayu Rendah: Masa Awal</i> . Yogyakarta: Galang Press.					
11. Sastrowardoyo, Subagio. 1990. <i>Sastra Hindia Belanda dan Kita</i> . Jakarta: Balai Pustaka.					
12. Salmon, Claudine. 2010. <i>Sastra Indonesia Awal: Kontribusi Orang Tionghoa</i> . Jakarta: Gramedia					
13. https://digital.lib.washington.edu/researchworks/handle/1773/37821					
14. <i>Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia</i> . Jakarta: KPG					

Appendix Task Guidelines and Rubrics 9

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Phrose				
CODE	SPI 61015	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Analysis practice 1					
DESCRIPTION					
Students are given assignment to choose a prose, make the theme, and construct the outline of their scientific articles					
METHOD OF COMPLETION					
1. Students create a 1-page resume in the form of a word or PDF file.					
2. Resume is supported by references (min 2 books/e-books/journals/e-journals).					
3. Resume is collected in Google Classroom in PDF or Word format as a meeting 11 entry ticket.					
OUTCOMES					
a. Object : Resume					
b. Outcome: students understand the basic concept, definition, and purpose of Prose Appreciation.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				

TIMES


Meeting 11

OTHERS : -

REFERENCES


1. Teeuw, A. 1950. *Sastra dan Ilmu Sastra*. Jakarta: Balai Pustaka
2. Eagleton, Terry. 2010. *Teori Sastra Sebuah Pengantar Komprehensif* (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra.
3. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra* (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.
4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A. 1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*. Djakarta: PT. Pembangunan.
6. Teeuw, A. 1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta: PT. Pembangunan.
7. Teeuw, A. 1978. *Sastra Indonesia Baru I*. Ende: Nusa Indah
8. Teeuw, A. 1989. *Sastra Indonesia Modern II*. Jakarta: Pustaka Jaya
9. Rosidi, Ajip. 1969. *Ikhtisar Sejarah Sastra Indonesia*. Bandung: Penerbit Bina cipta
10. Sumardjo, Jakob. 2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio. 1990. *Sastra Hindia Belanda dan Kita*. Jakarta: Balai Pustaka.
12. Salmon, Claudine. 2010. *Sastra Indonesia Awal: Kontribusi Orang Tionghoa*. Jakarta: Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. *Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia*. Jakarta: KPG

Appendix Task Guidelines and Rubrics 10

	<p>UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</p>																																											
STUDENT TASK GUIDELINE																																												
COURSE TITLE	Appreciation of Phrose																																											
CODE	SPI 61015	ECT	3	SEMESTER	5																																							
LECTURER	Muh. Fatoni Rohman, M.Pd																																											
TASK FORM																																												
Resume																																												
COURSE LEARNING OUTCOME																																												
Analysis practice 2																																												
DESCRIPTION																																												
Students are given assignment to develop the abstract and introduction sections of their scientific articles																																												
METHOD OF COMPLETION																																												
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 12 entry ticket. 																																												
OUTCOMES																																												
<ol style="list-style-type: none"> a. Object : Resume b. Outcome: students understand the basic concept, definition, and purpose of Prose Appreciation. 																																												
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING																																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 20%;">ASPECT</th> <th rowspan="2" style="width: 50%;">DESCRIPTOR</th> <th colspan="4">Performance Achievement Score</th> </tr> <tr> <th style="width: 10%;">1</th> <th style="width: 10%;">2</th> <th style="width: 10%;">3</th> <th style="width: 10%;">4</th> </tr> </thead> <tbody> <tr> <td>The accuracy of identifying the concept</td> <td>Does the resume made by students demonstrate the correct identification of the relevant theory?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The accuracy of correlating relations between elements</td> <td>Can students relate one concept to another?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The accuracy of explaining the concept</td> <td>Is the resume content easy to understand?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The accuracy of formulating new knowledge structures</td> <td>Does the resume contain clearly defined theories that form a new knowledge structure?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Responsibility</td> <td>Do students create and submit resume based on instructions?</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					ASPECT	DESCRIPTOR	Performance Achievement Score				1	2	3	4	The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?					The accuracy of correlating relations between elements	Can students relate one concept to another?					The accuracy of explaining the concept	Is the resume content easy to understand?					The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?					Responsibility	Do students create and submit resume based on instructions?				
ASPECT	DESCRIPTOR	Performance Achievement Score																																										
		1	2	3	4																																							
The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?																																											
The accuracy of correlating relations between elements	Can students relate one concept to another?																																											
The accuracy of explaining the concept	Is the resume content easy to understand?																																											
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?																																											
Responsibility	Do students create and submit resume based on instructions?																																											
TIMES																																												
Meeting 12																																												
OTHERS : -																																												
REFERENCES <ol style="list-style-type: none"> 1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i>. Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama. 																																												


4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A.1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*.Djakarta:PT.Pembangunan.
6. Teeuw, A.1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta:PT.Pembangunan.
7. Teeuw,A. 1978. Sastra Indonesia Baru I. Ende:Nusa Indah
8. Teeuw,A. 1989. Sastra Indonesia Modern II. Jakarta:Pustaka Jaya
9. Rosidi, Ajip.1969. *Ikhtisar Sejarah Sastra Indonesia*.Bandung:Penerbit Bina cipta
10. Sumardjo, Jakob.2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio.1990.Sastra Hindia Belanda dan Kita. Jakarta: BalaiPustaka.
12. Salmon, Claudine.2010. Sastra Indonesia Awal: Kontribusi Orang Tionghoa. Jakarta:Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 11

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Phrose				
CODE	SPI 61015	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Analysis practice 3					
DESCRIPTION					
Students are given assignment to develop the discussion section					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min. 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 13 entry ticket. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : Resume b. Outcome: students understand the basic concept, definition, and purpose of Prose Appreciation. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the resume content easy to understand?				
The accuracy of formulating new	Does the resume contain clearly defined theories that form a new knowledge structure?				

knowledge structures					
Responsibility	Do students create and submit resume based on instructions?				
TIMES					
Meeting 13					
OTHERS : -					
REFERENCES					
1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i> . Jakarta: Balai Pustaka					
2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra.					
3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.					
4. Welleck, Rene dan Austin Warren. 1989. <i>Teori Kesusasteraan</i> (Terjemahan Melani Budianta). Jakarta: PT. Gramedia					
5. Teeuw, A. 1955. <i>Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942</i> . Djakarta: PT. Pembangunan.					
6. Teeuw, A. 1955. <i>Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942</i> . Djakarta: PT. Pembangunan.					
7. Teeuw, A. 1978. <i>Sastra Indonesia Baru I</i> . Ende: Nusa Indah					
8. Teeuw, A. 1989. <i>Sastra Indonesia Modern II</i> . Jakarta: Pustaka Jaya					
9. Rosidi, Ajip. 1969. <i>Ikhtisar Sejarah Sastra Indonesia</i> . Bandung: Penerbit Bina cipta					
10. Sumardjo, Jakob. 2004. <i>Kesusasteraan Melayu Rendah: Masa Awal</i> . Yogyakarta: Galang Press.					
11. Sastrowardoyo, Subagio. 1990. <i>Sastra Hindia Belanda dan Kita</i> . Jakarta: Balai Pustaka.					
12. Salmon, Claudine. 2010. <i>Sastra Indonesia Awal: Kontribusi Orang Tionghoa</i> . Jakarta: Gramedia					
13. https://digital.lib.washington.edu/researchworks/handle/1773/37821					
14. <i>Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia</i> . Jakarta: KPG					

Appendix Task Guidelines and Rubrics 12

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Phrose				
CODE	SPI 61015	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Resume					
COURSE LEARNING OUTCOME					
Analysis Practice 4					
DESCRIPTION					
Students are given assignment to develop and edit the closing section of their scientific articles					
METHOD OF COMPLETION					
4. Students create a 1-page resume in the form of a word or PDF file.					
5. Resume is supported by references (min 2 books/e-books/journals/e-journals).					
6. Resume is collected in Google Classroom in PDF or Word format as a meeting 14 entry ticket.					
OUTCOMES					
a. Object : Resume					
b. Outcome: students understand the basic concept, definition, and purpose of Prose Appreciation.					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?				
The accuracy of correlating relations between elements	Can students relate one concept to another?				
The accuracy of explaining the concept	Is the resume content easy to understand?				
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?				
Responsibility	Do students create and submit resume based on instructions?				

TIMES


Meeting 14

OTHERS : -

REFERENCES


15. Teeuw, A. 1950. *Sastra dan Ilmu Sastra*. Jakarta: Balai Pustaka
16. Eagleton, Terry. 2010. *Teori Sastra Sebuah Pengantar Komprehensif* (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra.
17. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra* (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.
18. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
19. Teeuw, A. 1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*. Djakarta: PT. Pembangunan.
20. Teeuw, A. 1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta: PT. Pembangunan.
21. Teeuw, A. 1978. *Sastra Indonesia Baru I*. Ende: Nusa Indah
22. Teeuw, A. 1989. *Sastra Indonesia Modern II*. Jakarta: Pustaka Jaya
23. Rosidi, Ajip. 1969. *Ikhtisar Sejarah Sastra Indonesia*. Bandung: Penerbit Bina cipta
24. Sumardjo, Jakob. 2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
25. Sastrowardoyo, Subagio. 1990. *Sastra Hindia Belanda dan Kita*. Jakarta: Balai Pustaka.
26. Salmon, Claudine. 2010. *Sastra Indonesia Awal: Kontribusi Orang Tionghoa*. Jakarta: Gramedia
27. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
28. *Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia*. Jakarta: KPG

Appendix Task Guidelines and Rubrics 15

	<p>UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION</p>																																											
<p>STUDENT TASK GUIDELINE</p>																																												
<p>COURSE TITLE</p>	<p>Appreciation of Phrose</p>																																											
<p>CODE</p>	<p>SPI 61015</p>	<p>ECT</p>	<p>3</p>	<p>SEMESTER</p>	<p>5</p>																																							
<p>LECTURER</p>	<p>Muh. Fatoni Rohman, M.Pd</p>																																											
<p>TASK FORM</p>																																												
<p>Resume</p>																																												
<p>COURSE LEARNING OUTCOME</p>																																												
<p>Presentation</p>																																												
<p>DESCRIPTION</p>																																												
<p>Students are randomly chosen to present their scientific articles.</p>																																												
<p>METHOD OF COMPLETION</p>																																												
<ol style="list-style-type: none"> 1. Students create a 1-page resume in the form of a word or PDF file. 2. Resume is supported by references (min 2 books/e-books/journals/e-journals). 3. Resume is collected in Google Classroom in PDF or Word format as a meeting 15 entry ticket. 																																												
<p>OUTCOMES</p>																																												
<ol style="list-style-type: none"> a. Object : Resume b. Outcome: students understand the basic concept, definition, and purpose of Prose Appreciation. 																																												
<p>INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING</p>																																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 20%;">ASPECT</th> <th rowspan="2" style="width: 50%;">DESCRIPTOR</th> <th colspan="4">Performance Achievement Score</th> </tr> <tr> <th style="width: 12.5%;">1</th> <th style="width: 12.5%;">2</th> <th style="width: 12.5%;">3</th> <th style="width: 12.5%;">4</th> </tr> </thead> <tbody> <tr> <td>The accuracy of identifying the concept</td> <td>Does the resume made by students demonstrate the correct identification of the relevant theory?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The accuracy of correlating relations between elements</td> <td>Can students relate one concept to another?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The accuracy of explaining the concept</td> <td>Is the resume content easy to understand?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The accuracy of formulating new knowledge structures</td> <td>Does the resume contain clearly defined theories that form a new knowledge structure?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Responsibility</td> <td>Do students create and submit resume based on instructions?</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					ASPECT	DESCRIPTOR	Performance Achievement Score				1	2	3	4	The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?					The accuracy of correlating relations between elements	Can students relate one concept to another?					The accuracy of explaining the concept	Is the resume content easy to understand?					The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?					Responsibility	Do students create and submit resume based on instructions?				
ASPECT	DESCRIPTOR	Performance Achievement Score																																										
		1	2	3	4																																							
The accuracy of identifying the concept	Does the resume made by students demonstrate the correct identification of the relevant theory?																																											
The accuracy of correlating relations between elements	Can students relate one concept to another?																																											
The accuracy of explaining the concept	Is the resume content easy to understand?																																											
The accuracy of formulating new knowledge structures	Does the resume contain clearly defined theories that form a new knowledge structure?																																											
Responsibility	Do students create and submit resume based on instructions?																																											
<p>TIMES</p>																																												
<p>Meeting 15</p>																																												
<p>OTHERS : -</p>																																												
<p>REFERENCES</p> <ol style="list-style-type: none"> 1. Teeuw, A. 1950. <i>Sastra dan Ilmu Sastra</i>. Jakarta: Balai Pustaka 2. Eagleton, Terry. 2010. <i>Teori Sastra Sebuah Pengantar Komprehensif</i> (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra. 3. Luxemburg, Jan van, et al. 1989. <i>Pengantar Ilmu Sastra</i> (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama. 																																												

4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A.1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*.Djakarta:PT.Pembangunan.
6. Teeuw, A.1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta:PT.Pembangunan.
7. Teeuw,A. 1978. Sastra Indonesia Baru I. Ende:Nusa Indah
8. Teeuw,A. 1989. Sastra Indonesia Modern II. Jakarta:Pustaka Jaya
9. Rosidi, Ajip.1969. *Ikhtisar Sejarah Sastra Indonesia*.Bandung:Penerbit Bina cipta
10. Sumardjo, Jakob.2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio.1990.Sastra Hindia Belanda dan Kita. Jakarta: BalaiPustaka.
12. Salmon, Claudine.2010. Sastra Indonesia Awal: Kontribusi Orang Tionghoa. Jakarta:Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia. Jakarta: KPG

Appendix Task Guidelines and Rubrics 16

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAMME OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
STUDENT TASK GUIDELINE					
COURSE TITLE	Appreciation of Phrose				
CODE	SPI 61015	ECT	3	SEMESTER	5
LECTURER	Muh. Fatoni Rohman, M.Pd				
TASK FORM					
Final Test					
COURSE LEARNING OUTCOME					
Being able to make a scientific study about a novel written by Indonesian author.					
DESCRIPTION					
Each student makes a scientific study in the form of scientific article.					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Each individual chooses a novel written by Indonesian author 2. Novel chosen is a novel that is recognized for its existence in Indonesian literature 3. Each individual analyze a novel gradually (Meetings 11 – 15) 4. The analysis systematic is in the form of scientific article that consists of 10 – 15 pages 5. The analysis must enclose at least 5 (five) book/e-book/journal/e-journal 6. Analysis results is submitted to Google Classroom platform 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object: Monologue presentation b. Outcome: students make accountable journal article 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
Mastery of theory	Can each individual choose a literary theory that fits the object of the study?				
Application of theory	Can each individual apply literary theory in scientific studies?				
Language truth	Does each individual use the language correctly?				
Depth of analysis	Is each individual able to analyze the work in-				

	depth?				
Analysis novelty	Does the study material raise new findings?				

TIMES

Meeting 16

OTHERS : -

REFERENCES

1. Teeuw, A. 1950. *Sastra dan Ilmu Sastra*. Jakarta: Balai Pustaka
2. Eagleton, Terry. 2010. *Teori Sastra Sebuah Pengantar Komprehensif* (Terjemahan Harfiah Widiawati, et al). Yogyakarta: Jalasutra.
3. Luxemburg, Jan van, et al. 1989. *Pengantar Ilmu Sastra* (Terjemahan Dick Hartoko). Jakarta: Gramedia Pustaka Utama.
4. Welleck, Rene dan Austin Warren. 1989. *Teori Kesusasteraan* (Terjemahan Melani Budianta). Jakarta: PT. Gramedia
5. Teeuw, A. 1955. *Pokok dan Tokoh I: Kesusasteraan Indonesia Sebelum 1942*. Djakarta: PT. Pembangunan.
6. Teeuw, A. 1955. *Pokok dan Tokoh II: Kesusasteraan Indonesia Setelah 1942*. Djakarta: PT. Pembangunan.
7. Teeuw, A. 1978. *Sastra Indonesia Baru I*. Ende: Nusa Indah
8. Teeuw, A. 1989. *Sastra Indonesia Modern II*. Jakarta: Pustaka Jaya
9. Rosidi, Ajip. 1969. *Ikhtisar Sejarah Sastra Indonesia*. Bandung: Penerbit Bina cipta
10. Sumardjo, Jakob. 2004. *Kesusasteraan Melayu Rendah: Masa Awal*. Yogyakarta: Galang Press.
11. Sastrowardoyo, Subagio. 1990. *Sastra Hindia Belanda dan Kita*. Jakarta: Balai Pustaka.
12. Salmon, Claudine. 2010. *Sastra Indonesia Awal: Kontribusi Orang Tionghoa*. Jakarta: Gramedia
13. <https://digital.lib.washington.edu/researchworks/handle/1773/37821>
14. *Kompilasi Karya: Kesusasteraan Melayu Tionghoa dan Kebangsaan Indonesia*. Jakarta: KPG