


Module/ Course Title : Prose Writing Course					
Module /Course code	student workload	Credits (ECTS)	Semester	Frequency	duration
SPI62040	119 hours	3/4.5	6	Every Year (January)	1 semester (s)
1	Types of courses Elective Coursework	contact hours 2,5 hours/week	independent study 42 hours	class size 30	
2	Prerequisites for participation -				
3	<p>Course Description Prose and drama creative writing course materials are given to fourth-semester students as a provision in understanding and practicing how to write prose. This course discusses various guidelines for writing prose. The topics covered include the concepts, techniques, and practices of writing prose.</p> <p>Intended Learning Outcomes (ILO)</p> <ol style="list-style-type: none"> ILOs 2: Graduates are expected to demonstrate a responsible attitude towards the 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 apply critical, evaluative, and innovative thinking in the context of Indonesian literature. ILOs 8: Graduates are expected to be able to appreciate Indonesian literature in writing. <p>Courses Learning Outcomes (CLO)</p> <ol style="list-style-type: none"> Students master the basic concepts of creative writing Students can explore various things as a source of story ideas Students understand the structure of prose and write prose excerpts from that structure Students can choose and sort out the right diction for various purposes of description, narration, dialogue, and/or scenes in prose Students can produce short stories 				
4	<p>Subject aims/ Content</p> <ol style="list-style-type: none"> Explain the concept of creative writing Produce prose with technical considerations on each element <p>Course content</p> <ol style="list-style-type: none"> Week 1: Able to know and understand the basic concepts of lectures. Week 2: Able to understand the concept of creative writing and find ideas for fiction writing from various things. Week 3: Able to describe settings in writing from familiar places. Week 4: Able to create characters from the closest people. Week 5: Able to arrange the plot. Week 6: Able to mix characters, dialogues, and scenes. Week 7: Quiz Week 8: Mid-Term Examination Week 9: Able to find dictions and descriptions that match the rhythm. Week 10: Able to master and practice the three-word strategy. Week 11: Able to show something through stories (show, don't tell). 				

	<p>12. Week 12: Able to tell stories from various points of view. 13. Week 13: Able to create a dramatization of atmosphere in the story. 14. Week 14: Able to open paragraphs with various techniques. 15. Week 15: Able to write plot draft. 16. Week 16: Final Examination</p>																								
4	<p>Teaching methods Lectures, discussion, and practice</p>																								
5	<p>Assessment methods The test/evaluation method is done through structured assignments, quizzes, a mid-term test, and a final test. The final score in this lecture is obtained through the formula or calculation below. $FS = 0,10 P + 0,15 Q + 0,20 SA + 0,25 MTE + 0,30 FE$ Whereby: FS = Final Score SA = Structured Assignment P = Participation MTE = Mid-Term Examination Q = Quiz FE = Final Examination</p> <p>Assessment summary</p> <table border="1"> <thead> <tr> <th>Assessment Task</th> <th>Task Type</th> <th>Due</th> <th>Weighting</th> </tr> </thead> <tbody> <tr> <td>Attendance and Class Participation</td> <td></td> <td>Throughout the course</td> <td>10%</td> </tr> <tr> <td>Structured Assignment</td> <td>Summative</td> <td>Meeting 7</td> <td>15%</td> </tr> <tr> <td>Quiz</td> <td>Summative</td> <td>Meeting 14</td> <td>20%</td> </tr> <tr> <td>Mid Term Test</td> <td>Summative</td> <td>Meeting 8</td> <td>25%</td> </tr> <tr> <td>Final Test</td> <td>Formative</td> <td>Meeting 16</td> <td>30%</td> </tr> </tbody> </table>	Assessment Task	Task Type	Due	Weighting	Attendance and Class Participation		Throughout the course	10%	Structured Assignment	Summative	Meeting 7	15%	Quiz	Summative	Meeting 14	20%	Mid Term Test	Summative	Meeting 8	25%	Final Test	Formative	Meeting 16	30%
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6	This module is used in the following degree programmes as well: (Yes)																								
7	Responsibility for module: Nanang Bustanul Fauzi, S.S, M.Pd.																								
8	<p>Other information: The followings are primary references such as journals, books, and other learning sources that are used for this lecture.</p> <ol style="list-style-type: none"> 1. Earnshaw, Steven (ed.). 2007. <i>Handbook of Creative Writing</i>. Edinburgh University Press: Edinburgh 2. Harymawan, RMA. 1988. <i>Dramaturgi</i>. Rosda: Bandung 3. Laksana, AS. 2013. <i>Creative Writing</i>. Gagasa Media: Jakarta 4. Novakovich, Josip. 1995 <i>Berguru kepada Sastrawan Dunia</i>. Diterjemahkan Fahmi Yamani. 2003. Bandung: Kaifa 																								

Appendices:


1. Task Guidelines and Rubrics

Appendix Task Guidelines and Rubrics 1

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION																									
STUDENT TASK GUIDELINE																											
COURSE TITLE	Prose Writing																										
CODE	SPI 62040	ECT	3	SEMESTER	6																						
LECTURER	Nanang Bustanul Fauzi, S.S., M.Pd																										
TASK FORM																											
Creating a setting description from childhood memories.																											
COURSE LEARNING OUTCOME																											
Able to write a detail setting description																											
DESCRIPTION																											
Students are given an assignment to make a setting based on their childhood memories. The setting detail description is combined with the memory and imagination.																											
METHOD OF COMPLETION																											
1. Students write one paragraph setting description with the minimum of 5 sentences 2. This description is read out loud then being responded by other students in the class																											
OUTCOMES																											
a. Object : writing about settings b. Outcome: students understand how to write a setting and practice it																											
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING																											
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The attention to details	Does the dialogue indicate incidents that will be happened in the plot?				
TIMES					
Meeting 3					
OTHERS : -					
REFERENCES					
1. Novakovich, Josip. 1995 <i>Berguru kepada Sastrawan Dunia</i> . Diterjemahkan Fahmi Yamani. 2003. Bandung: Kaifa					

Appendix Task Guidelines and Rubrics 2

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
	STUDENT TASK GUIDELINE				
COURSE TITLE	Prose Writing				
CODE	SPI 62040	ECT	3	SEMESTER	6
LECTURER	Nanang Bustanul Fauzi, S.S., M.Pd				
TASK FORM					
Creating a setting description from childhood memories.					
COURSE LEARNING OUTCOME					
Able to write a detail setting description					
DESCRIPTION					
Students are given an assignment to make a setting based on their childhood memories. The setting detail description is combined with the memory and imagination.					
METHOD OF COMPLETION					
1. Students write one paragraph setting description with the minimum of 5 sentences 2. This description is read out loud then being responded by other students in the class					
OUTCOMES					
a. Object : writing about setting b. Outcome: students understand how to write a setting and practice it.					


INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of minimum qualification	Does it contain five sentences?				
The accuracy of correlating each sentence	Does the writing contain effective and important details?				
The attention to details	Does the dialogue indicate incidents that will be happened in the plot?				
TIMES					
Meeting 4					
OTHERS : -					
REFERENCES					
2. Novakovich, Josip. 1995 <i>Berguru kepada Sastrawan Dunia</i> . Diterjemahkan Fahmi Yamani. 2003. Bandung: Kaifa					

Appendix Task Guidelines and Rubrics 3

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
STUDENT TASK GUIDELINE					
COURSE TITLE	Prose Writing				
CODE	SPI 62040	ECT	3	SEMESTER	6
LECTURER	Nanang Bustanul Fauzi, S.S., M.Pd				
TASK FORM					
Creating a character based on an admired character.					
COURSE LEARNING OUTCOME					
Able to write a physical writing description					


DESCRIPTION																																	
Students are given an assignment to make a character physical character description from a real human being.																																	
METHOD OF COMPLETION																																	
<ol style="list-style-type: none"> 1. Students write one paragraph character description with the minimum of 5 sentences 2. This description is read out loud then being responded by other students in the class 																																	
OUTCOMES																																	
<ol style="list-style-type: none"> a. Object : writing about characters b. Outcome: students understand how to create a character and practice it. 																																	
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: 45%;">DESCRIPTOR</th> <th colspan="4">Performance Achievement Score</th> </tr> <tr> <th style="width: 8%;">1</th> <th style="width: 8%;">2</th> <th style="width: 8%;">3</th> <th style="width: 8%;">4</th> </tr> </thead> <tbody> <tr> <td>The accuracy of minimum qualification</td> <td>Does it contain five sentences?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The accuracy of correlating each sentence</td> <td>Does the writing contain effective and important details?</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>The attention to details</td> <td>Does the dialogue indicate incidents that will be happened in the plot?</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						ASPECT	DESCRIPTOR	Performance Achievement Score				1	2	3	4	The accuracy of minimum qualification	Does it contain five sentences?					The accuracy of correlating each sentence	Does the writing contain effective and important details?					The attention to details	Does the dialogue indicate incidents that will be happened in the plot?				
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TIMES																																	
Meeting 5																																	
OTHERS : -																																	
REFERENCES																																	
<ol style="list-style-type: none"> 1. Novakovich, Josip. 1995 <i>Berguru kepada Sastrawan Dunia</i>. Diterjemahkan Fahmi Yamani. 2003. Bandung: Kaifa 																																	

Appendix Task Guidelines and Rubrics 4

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STUDENT TASK GUIDELINE																											
COURSE TITLE	Prose Writing																										
CODE	SPI 62040	ECT	3	SEMESTER	6																						
LECTURER	Nanang Bustanul Fauzi, S.S., M.Pd																										
TASK FORM																											
Making dialogue and possibility development exploration																											
COURSE LEARNING OUTCOME																											
Able to write a dialogue between characters and explore conflict that can be developed																											
DESCRIPTION																											
Students are given an assignment to make a dialogue between characters in a story. The dialogue shown must give possibilities in a future incident (foreshadowing)																											
METHOD OF COMPLETION																											
<ol style="list-style-type: none"> 1. Students write a dialogue with two characters about issue in one page 2. This description is read out loud then being responded by other students in the class 																											
OUTCOMES																											
<ol style="list-style-type: none"> a. Object : dialogue b. Outcome: students understand how to write an issue into a dialogue and practice it 																											
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The attention to details	Does the writing contain effective and important details?				
Foreshadowing	Does the dialogue indicate incidents that will be happened in the plot?				
TIMES					
Meeting 4					
OTHERS : -					
REFERENCES					
1. Novakovich, Josip. 1995 <i>Berguru kepada Sastrawan Dunia</i> . Diterjemahkan Fahmi Yamani. 2003. Bandung: Kaifa					

Quiz

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
	STUDENT TASK GUIDELINE				
COURSE TITLE	Prose Writing				
CODE	SPI 62040	ECT	3	SEMESTER	6
LECTURER	Nanang Bustanul Fauzi, S.S., M.Pd				
TASK FORM					
Writing a story excerpt about 500 words that is based on the stimulus.					
COURSE LEARNING OUTCOME					
Able to write a possible story exploration from a simple stimulus					
DESCRIPTION					
Students are given an assignment to make a story excerpt that comes from a dialogue that happens between each character in a place about something (who, where, and what stimulus happens)					
METHOD OF COMPLETION					
1. Students write a story excerpt that comes from a dialogue 2. This assignment is submitted on Google Classroom with Google Docs format.					

OUTCOMES

- a. Object : story excerpt with the minimum of 500 words
- b. Outcome: students understand how to explore simple incidents in the form of dialogue.

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of minimum qualification	Does it contain 500 words and submit on time?				
The accuracy of correlating each sentence	Can students correlate each sentence properly?				
The attention to details	Does the writing contain effective and important details?				
Foreshadowing	Does the dialogue indicate incidents that will be happened in the plot?				


TIMES

Meeting 6

OTHERS : -**REFERENCES**


1. Novakovich, Josip. 1995 *Berguru kepada Sastrawan Dunia*. Diterjemahkan Fahmi Yamani. 2003. Bandung: Kaifa

Midterm-Test

		UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION			
		STUDENT TASK GUIDELINE			
COURSE TITLE	Prose Writing				
CODE	SPI 62040	ECT	3	SEMESTER	6
LECTURER	Nanang Bustanul Fauzi, S.S., M.Pd				
TASK FORM					
Finding the differences of dialogue, setting, and character description from 5 short stories written by different authors, finding something unique, and creating a new knowledge					
COURSE LEARNING OUTCOME					
Able to find the uniqueness of a story					
DESCRIPTION					
Students are given an assignment to write the minimum of 5 short stories written by 5 different authors. Which one is the most unique? Why and how is that?					
METHOD OF COMPLETION					
<ol style="list-style-type: none"> 1. Find 3 uniqueness (dialogue, setting, and character) from 5 short stories that are written by 5 different authors. 2. This assignment is submitted on Google Classroom with Google Docs format. 					
OUTCOMES					
<ol style="list-style-type: none"> a. Object : an analysis to find the technique uniqueness b. Outcome: students can find and create their own guideline which imitate known authors. 					
INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING					
ASPECT	DESCRIPTOR	Performance Achievement Score			
		1	2	3	4
The accuracy of minimum qualification	Is the number of short stories read enough and the work submitted on time?				

The accuracy of correlating each sentence	Can students connect sentences properly?				
The attention to details	Does the writing contain details that are effective, necessary, and related to the tempo of the story? Can you find a diction that is not cliché?				
Foreshadowing	Is the uniqueness found correct and able to be used as the independent guideline for writing?				
TIMES					
Meeting 7					
OTHERS : -					
REFERENCES					
<p>2. Novakovich, Josip. 1995 <i>Berguru kepada Sastrawan Dunia</i>. Diterjemahkan Fahmi Yamani. 2003. Bandung: Kaifa</p> <p>3. Cerpen-cerpen yang sudah diterbitkan dalam bahasa Indonesia</p>					

Final Test

	UNIVERSITAS BRAWIJAYA FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGE EDUCATION STUDY PROGRAM OF INDONESIAN LANGUAGE AND LITERATURE EDUCATION				
	STUDENT TASK GUIDELINE				
COURSE TITLE	Prose Writing				
CODE	SPI 62040	ECT	3	SEMESTER	6
LECTURER	Nanang Bustanul Fauzi, S.S., M.Pd				
TASK FORM					
Writing short story					
COURSE LEARNING OUTCOME					
Able to find the uniqueness of a story					
DESCRIPTION					
Students are given an assignment to write short stories with the minimum word of 2000 words					

METHOD OF COMPLETION																																							
<ol style="list-style-type: none"> Students write short stories with the minimum word of 2000 words with 2 different introduction paragraphs. This assignment is submitted on Google Classroom with Google Docs format. 																																							
OUTCOMES																																							
<ol style="list-style-type: none"> Object : short story Outcome: students can create a complete short story 																																							
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