Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S1 Sastra Inggris

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Critical Approaches to Literature	7920203320	Mata Kuliah Pilihan Program Studi	**T=3**	**P=0**	**ECTS=4.77**	4	26 Agustus 2024

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
	Dr. Ali Mustofa, S.S, M.Pd	Hujuala Rika Ayu S.S, M.A	ALI MUSTOFA

Model Pembelajaran	**Project Based Learning**

Capaian Pembelajaran (CP)	**CPL-PRODI yang dibebankan pada MK**	
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
	CPL-6	Mampu memahami, menganalisis, dan menginterpretasikan karya sastra dan non-sastra dalam berbagai genre dan moda komunikasi
	CPL-10	Mampu menghasilkan karya akademik atau non-akademik dengan baik dalam bentuk lisan maupun tulisan untuk beragam audiens dan tujuan
	Capaian Pembelajaran Mata Kuliah (CPMK)	
	CPMK - 1	By the end of the session, students should be able to define, explain, and differentiate key concepts and approaches within critical literary theory
	CPMK - 2	By the end of the session, students should be able to describe, trace, and compare the major historical developments and movements in literary criticism
	CPMK - 3	By the end of the session, students should be able to identify, analyze, and apply key critical approaches to the interpretation of literary texts
	CPMK - 4	By the end of the session, students should be able to apply, analyze, and evaluate literary texts using multiple critical approaches
	CPMK - 5	By the end of the session, students should be able to summarize, reflect on, and critique the key concepts and approaches covered throughout the course
	CPMK - 6	By the end of the session, students should be able to synthesize key concepts, organize their knowledge, and prepare effectively for the final assessment
	Matrik CPL - CPMK	

CPMK	CPL-3	CPL-6	CPL-10
CPMK-1	✔	✔	✔
CPMK-2	✔	✔	✔
CPMK-3	✔	✔	✔
CPMK-4	✔	✔	✔
CPMK-5	✔	✔	✔
CPMK-6	✔	✔	✔

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1	✔	✔														
CPMK-2			✔													
CPMK-3				✔	✔	✔	✔		✔	✔	✔					
CPMK-4								✔				✔	✔			
CPMK-5														✔		
CPMK-6															✔	✔

Deskripsi Singkat MK	This course aims to introduce students to various critical theories and methodologies for analyzing literary texts, with a particular focus on issues related to the Sustainable Development Goals (SDGs), such as gender equality (SDG 5), reduced inequalities (SDG 10), and peace, justice, and strong institutions (SDG 16). The scope includes exploring major critical approaches such as formalism, psychoanalysis, feminism, Marxism, post-colonialism, and more. The teaching approach combines lectures, group discussions, and case studies to help students apply these theories to diverse literary works. Assessment procedures include analytical essays, project-based assignments, case studies, reflective reports, and writing assessments, enabling students to critically engage with literature and develop sophisticated interpretations. By the end of the course, students will be equipped with a robust framework for literary analysis, a deeper understanding of the multifaceted nature of literary criticism, and an awareness of how literature intersects with global issues addressed by the SDGs

Pustaka	**Utama :**
	1. Tyson, Lois. 2014. Critical Theory Today A User-Friendly Guide 3rd Edition. London: Routledge
	Pendukung :
	1. Barry, Peter. 2005. Beginning Theory: An Introduction to Literary and Cultural Theory 3rd Edition. Manchester University Press 2. Culler, Johnathan. 1997. Literary Theory: A Very Short Introduction. Oxford University Press

Dosen Pengampu	Dr. Ali Mustofa, S.S., M.Pd. Dr. Zulidyana Dwi Rusnalasari, M.Hum. Ayu Saraswati, M.Hum. Dwi Nur Cahyani Sri Kusumaningtyas, S.S., M.Hum. Uci Elly Kholidah, S.S., M.A.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding Literary Theory	1. Students will be able to define key concepts in literary theory and explain their relevance to the study of literature. 2. Students will be able to identify and differentiate between various schools of literary criticism.	**Kriteria:** Understanding Literary Theory, the assessment criteria should focus on evaluating students' grasp of fundamental concepts and their ability to differentiate between various schools of literary criticism **Bentuk Penilaian :** Aktifitas Partisipasif	Offline 3x50		**Materi:** Introduction to Literary Theory **Pustaka:** *Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory 3rd Edition. Manchester University Press*	5%
2	Historical Development of Literary Criticism	1. Students will be able to trace the historical development of literary criticism from classical to contemporary theories. 2. Students will be able to analyze the impact of historical context on the evolution of critical approaches. 3. Analysis of the Impact of Historical Developments 4. Critical Reflection and Participation	**Kriteria:** The student engages in class discussions and reflects critically on the material covered, demonstrating an understanding of the significance of historical developments in literary criticism **Bentuk Penilaian :** Aktifitas Partisipasif	Offline 3x50		**Materi:** The History and The Development of Critical Approahes to Literature **Pustaka:** *Tyson, Lois. 2014. Critical Theory Today A User-Friendly Guide 3rd Edition. London: Routledge*	5%

No	Kemampuan Akhir	Indikator	Kriteria & Bentuk Penilaian	Metode Pembelajaran		Materi & Pustaka	Bobot
3	Structuralism and Formalism	1. Students will be able to apply structuralist principles to analyze narrative structures in literary texts 2. Students will be able to distinguish between structuralist and formalist approaches in literary analysis.	**Kriteria:** 1. Understanding of Structuralism 2. Understanding of Formalism 3. Application of Structuralist and Formalist Approaches 4. Comparison of Structuralism and Formalism **Bentuk Penilaian** : Praktik / Unjuk Kerja	Offline 3x50		**Materi:** Structuralism and Formalism **Pustaka:** *Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory 3rd Edition. Manchester University Press*	3%
4	Poststructuralism and Deconstruction	1. Students will be able to critique the limitations of structuralism through the lens of poststructuralism. 2. Students will be able to apply deconstructive strategies to uncover multiple meanings in a text.	**Kriteria:** 1. Understanding of Poststructuralism 2. Understanding of Deconstruction 3. Application of Deconstructive Strategies 4. Critique of Structuralism **Bentuk Penilaian** : Aktifitas Partisipasif	Offline 3x50		**Materi:** Post-Structuralism **Pustaka:** *Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory 3rd Edition. Manchester University Press*	5%
5	Students will be able to apply Marxist criticism to contemporary literary works or cultural texts, analyzing how they reflect or engage with current socio-economic issues, such as inequality, capitalism, and labor relations.	1. Students will be able to analyze the socio-economic factors influencing literary production and reception 2. Students will be able to apply Marxist theory to interpret class struggle and ideology in literature	**Kriteria:** 1. Understanding of Marxist Theory 2. Application of Marxist Analysis to Texts 3. Evaluation of Ideology and Class Representations 4. Critical Thinking and Interpretation **Bentuk Penilaian** : Aktifitas Partisipasif	Offline 3x50		**Materi:** Marxist Literary Criticism **Pustaka:** *Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory 3rd Edition. Manchester University Press* **Materi:** Feminism Literary Criticism **Pustaka:** *Tyson, Lois. 2014. Critical Theory Today A User-Friendly Guide 3rd Edition. London: Routledge*	3%

6	1.Students will be able to apply feminist and queer theories to analyze literary texts, identifying how gender and sexuality are constructed, represented, and challenged within the text. 2.Students will be able to apply feminist and queer criticism to contemporary literary works or cultural texts, analyzing how they engage with current debates on gender, sexuality, and identity.	1.Students will be able to identify and critique representations of gender and sexuality in literary texts using feminist and queer theories. 2.Students will be able to analyze the intersection of gender, sexuality, race, and class in literary narratives.	**Kriteria:** 1.Understanding of Feminist Literary Theory 2.Understanding of Queer Theory 3.Application of Feminist and Queer Criticism to Texts 4.Critical Evaluation of Gender and Sexuality Representations 5.Identification of Intersectional Issues **Bentuk Penilaian** : Praktik / Unjuk Kerja	Offline 3x50		**Materi:** Feminist and Queer Criticism **Pustaka:** *Tyson, Lois. 2014. Critical Theory Today A User-Friendly Guide 3rd Edition. London: Routledge* **Materi:** Queer Criticism **Pustaka:** *Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory 3rd Edition. Manchester University Press*	3%
7	1.Students will be able to apply postcolonial theory to analyze literary texts, identifying how colonial histories, power dynamics, and cultural exchanges are represented and critiqued in the texts. 2.Students will be able to identify and analyze the power dynamics and cultural exchanges depicted in texts, examining how colonial and postcolonial relationships are portrayed.	1.Students will be able to analyze the representation of colonialism and its aftermath in literature 2.Students will be able to apply postcolonial theory to critique Eurocentrism and cultural hegemony in literary texts	**Kriteria:** 1.Understanding of Postcolonial Theory 2.Application of Postcolonial Analysis to Texts 3.Critical Evaluation of Colonial and Postcolonial Narratives 4.Identification of Power Dynamics and Cultural Exchanges **Bentuk Penilaian** : Aktifitas Partisipasif	Offline		**Materi:** Postcolonialism **Pustaka:** *Tyson, Lois. 2014. Critical Theory Today A User-Friendly Guide 3rd Edition. London: Routledge*	3%
8	For their mid-term test, the students will be able to articulate complex analytical arguments that incorporate multiple critical approaches, presenting coherent and well-supported interpretations that draw on various theoretical insights.	1.Students will be able to synthesize multiple critical approaches discussed during the meetings on week 1 until week 7 to analyze literary texts they have read. 2.Students will be able to evaluate the strengths and limitations of different critical approaches they have studied during the meetings on week 1 until week 7 in literary analysis	**Kriteria:** 1.Understanding and Application of Critical Approaches 2.Quality of Analysis and Interpretation 3.Coherence and Organization 4.Use of Evidence and Examples 5.Writing Mechanics **Bentuk Penilaian** : Penilaian Portofolio, Tes		Online 3x50	**Materi:** All of materials given in meeting 1-7 **Pustaka:** *Tyson, Lois. 2014. Critical Theory Today A User-Friendly Guide 3rd Edition. London: Routledge* **Materi:** All chapters in meetings 1-7 **Pustaka:** *Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory 3rd Edition. Manchester University Press*	20%

9	Students will demonstrate a clear understanding of ecocritical theory, including its key concepts such as the relationship between literature and the environment, the critique of anthropocentrism, and the exploration of environmental issues within literary texts.	1.Students will be able to examine the relationship between literature and the environment through the lens of ecocriticism 2.Students will be able to analyze how literary texts reflect and challenge environmental issues and ideologies.	**Kriteria:** 1.Understanding of Ecocritical Theory 2.Application of Ecocriticism to Literary Texts 3.Critical Evaluation of Environmental Themes 4.Integration with Other Critical Theories 5.Writing Quality and Presentation **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Portofolio	Offline 3x50		**Materi:** Ecocriticism **Pustaka:** *Tyson, Lois. 2014. Critical Theory Today A User-Friendly Guide 3rd Edition. London: Routledge*	3%
10	By the end of the session on Magical Realism, students should be able to analyze and interpret literary texts within the genre, identifying key elements and themes while contextualizing them within relevant cultural and historical frameworks.	1.Students will be able to define and identify key characteristics of magical realism in literary texts 2.Students will be able to analyze how magical realism addresses social, cultural, and political issues within postcolonial contexts 3.Students will be able to reflect critically on the impact of magical realism as a genre, considering how it influences readers' perceptions of reality and challenges traditional narrative forms.	**Kriteria:** 1.Understanding of Magical Realism 2.Identification of Magical Realism in Texts 3.Analysis of Themes and Motifs 4.Contextualization within Cultural and Historical Frameworks 5.Writing and Presentation Quality **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Portofolio	Offline 3x50		**Materi:** Magical Realism **Pustaka:** *Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory 3rd Edition. Manchester University Press* **Materi:** Magic Realism **Pustaka:** *Tyson, Lois. 2014. Critical Theory Today A User-Friendly Guide 3rd Edition. London: Routledge*	5%
11	students should be able to apply Reader-Response Criticism to analyze how individual readers' interpretations and personal experiences influence their understanding of a literary text.	1.Students will be able to analyze how readers' interpretations of texts are shaped by personal experiences and cultural contexts. 2.Students will be able to critique the role of the reader in constructing textual meaning.	**Kriteria:** 1.Knowledge of Reader Response Theory 2.Analysis of Reader Interpretations 3.Evaluation of Theoretical Perspectives 4.Analytical Writing 5.Creative Thinking **Bentuk Penilaian** : Aktifitas Partisipasif	Offline 3x50		**Materi:** Reader Response Criticism **Pustaka:** *Tyson, Lois. 2014. Critical Theory Today A User-Friendly Guide 3rd Edition. London: Routledge* **Materi:** Reader Response Criticism **Pustaka:** *Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory 3rd Edition. Manchester University Press*	3%

12	Students are able to apply the principles of ecocriticism to analyze a selected literary work, identifying how environmental themes are depicted and their implications for understanding the text	1. Students will be able to synthesize various approaches and perspectives within the scope of ecocriticism to analyze a single literary text about the relationship between environment and human beings, and how they interact each other in a certain context of power discourse 2. Students will be able to evaluate the strengths and limitations of different ecocritical approaches in literary and cultural analysis	**Kriteria:** 1. Identification of Environmental Themes 2. Application of Ecocritical Principles 3. Depth of Analysis 4. Integration of Textual Evidence 5. Clarity and Coherence **Bentuk Penilaian :** Aktifitas Partisipasif, Penilaian Portofolio	Offline 3x50		**Materi:** Ecocriticism and Environmental Studies **Pustaka:** *Tyson, Lois. 2014. Critical Theory Today A User-Friendly Guide 3rd Edition. London: Routledge*	3%
13	Students are able to evaluate and compare how different critical approaches (e.g., ecocriticism, postcolonialism, magical realism, queer criticism) offer distinct insights into a single literary text.	1. Students will be able to compare and contrast the application of different critical approaches to a selection of literary texts. 2. Students will be able to critique the theoretical assumptions underlying various critical methods.	**Kriteria:** 1. Ability to effectively compare and contrast different critical approaches, showing an understanding of how each approach contributes unique perspectives to the analysis of the text. 2. Skill in analyzing the effectiveness of various approaches, demonstrating clear reasoning about the strengths and limitations of each in interpreting the literary work. 3. Ability to synthesize insights from multiple critical approaches into a coherent and nuanced interpretation of the text. 4. Effective integration of textual evidence to support comparative and analytical arguments, showing how different approaches reveal various aspects of the work. 5. Presentation of the analysis in a clear, organized, and logical manner, with well-structured arguments and a coherent flow of ideas **Bentuk Penilaian :** Aktifitas Partisipasif, Penilaian Portofolio		Online 3x50	**Materi:** How to write a critical perspective on a contextual issue in literary and cultural analysis **Pustaka:** *Tyson, Lois. 2014. Critical Theory Today A User-Friendly Guide 3rd Edition. London: Routledge*	3%

| 14 | Students are able to reflect on and evaluate the application of different critical approaches covered in the course, assessing their impact on literary analysis and identifying areas for further development or improvement in understanding and applying these approaches | 1.Students will be able to reflect on their learning and articulate how their understanding of literature has evolved through the study of critical theory.
2.Students will be able to critically assess their own analytical practices in applying literary theory. | **Kriteria:**
1.Demonstrates a thoughtful and thorough reflection on the application and effectiveness of different critical approaches, including insights into what was learned and how it can be applied.
2.Ability to critically evaluate the strengths and limitations of various approaches, identifying areas where understanding or application could be improved
3.Shows how feedback from previous assessments or discussions has been incorporated into their understanding and application of critical approaches.
4.Illustrates how the knowledge gained from the course will be applied to future literary analyses or academic work, demonstrating practical implications of the learned concepts.

Bentuk Penilaian :
Penilaian Portofolio, Praktik / Unjuk Kerja | Offline 3x50 | | **Materi:** How to write a better critical approach to a genre of literature
Pustaka:
Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory 3rd Edition. Manchester University Press | 3% |

| 15 | In the end of the meeting, the students are able to prepare for the final assessment by reviewing key concepts, critical approaches, and analytical techniques covered in the course, demonstrating readiness to apply these skills in a comprehensive and coherent final evaluation of a literary text | 1. Students will be able to review and integrate key concepts and theories studied throughout the course in preparation for the final assessment
2. Students will be able to create a comprehensive analytical framework for applying critical approaches to a selected text.
3. Shows readiness to apply learned skills and concepts effectively in the final assessment, including the ability to articulate how to approach different types of questions or tasks.
4. Clearly communicates understanding of the material and its application, with the ability to explain and discuss key concepts and methods
5. Provides evidence of effective preparation, such as well-organized notes, practice analyses, or mock responses, demonstrating a proactive approach to the final assessment.
6. Actively engages in preparatory activities, discussions, and exercises, showing active participation and a commitment to thorough preparation. | **Kriteria:**
1. Understanding of Key Concepts
2. Application of Critical Approaches
3. Preparation Quality
4. Analytical Skills
5. Clarity and Organization

Bentuk Penilaian : Penilaian Portofolio, Praktik / Unjuk Kerja | Offline 3x50 | | **Materi:** How to prepare a research proposal of critical analysis on literary and cultural events
Pustaka:
Tyson, Lois. 2014. Critical Theory Today A User-Friendly Guide 3rd Edition. London: Routledge | 3% |

| 16 | In the form of a critical essay on literary analysis, students are able to demonstrate mastery of the course content by effectively applying critical approaches and analytical techniques to a literary text in the final exam, showcasing the ability to synthesize and integrate knowledge gained throughout the course into a well-structured and insightful analysis. | 1. Students are able to apply effective use of specified critical approaches (e.g., ecocriticism, postcolonialism, magical realism, queer criticism) to analyze the literary text 2. Students are skilfully able to demonstrates a thorough and nuanced understanding of the text, with in-depth analysis that reveals insights beyond surface-level interpretations. 3. Students are skillful in practicing integration and citation of textual evidence to support arguments and interpretations, showing how the evidence relates to the chosen critical approach. 4. Students are able to perform clear and logical organization of the essay, with well-structured arguments, coherent paragraphs, and a clear progression of ideas 5. Students demonstrate their originality in thought and insight, presenting unique perspectives and well-reasoned arguments that contribute to the broader discussion of the text | **Kriteria:** 1. Application of Critical Approaches 2. Depth of Analysis 3. Integration of Evidence 4. Coherence and Organization 5. Originality and Insight 6. Clarity of Writing 7. Engagement with Criticism 8. Critical Reflection **Bentuk Penilaian :** Penilaian Portofolio, Tes | | Offline 3x50 | **Materi:** Writing About Literary Criticism in Critical and Promising Approaches **Pustaka:** *Tyson, Lois. 2014. Critical Theory Today A User-Friendly Guide 3rd Edition. London: Routledge* | 30% |

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	31%
2.	Penilaian Portofolio	35%
3.	Praktik / Unjuk Kerja	9%
4.	Tes	25%
		100%

Catatan
1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.

4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 11 November 2024

Koordinator Program Studi S1 Sastra Inggris

UPM Program Studi S1 Sastra Inggris

ALI MUSTOFA
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