

Module/Course Title: Drama					
Module/ course code	Student workload	Credits (ECTS)	Semester	Frequency	Duration
SBI 62024	8,5 hours per week	3 CU x 1.5 = 4.5 ECTS	4 th	3 CU x16 = 48	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 40 students	
2	Prerequisites for participation (if applicable) -				
3	Learning Outcomes (PLO + CLO) Course Description: This course aims at providing an understanding about drama. Students are equipped with skills in analyzing English drama/plays. Close reading approach is taught to sharpen their ability in comprehending a dramatic text and analyzing its textual elements and contexts. Programme Learning Outcomes: PLO 1 Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works. PLO 2 Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society. PLO 3 Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism. Intended Learning Outcomes: ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics. ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment. ILO 3 Students are able to demonstrate language skills by using proper English. ILO 4 Students are able to analyze the development of linguistic, literary and cultural phenomena in the global and digital era. ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts. ILO 6 Students are able to use media and technology into their learning and research activities Course Learning Outcomes On completion of this course, the students will be able to:				

	<p>CLO 1 explain basic concepts of drama in English</p> <p>CLO 2 understand various dramatic texts and explain the “-ism” in the text.</p> <p>CLO 3 make critical analysis of drama in English and present them.</p> <p>CLO 4 provide critical responses to recontextualization of classical drama in the current forms of media</p>
4	<p>Subject aims/Content</p> <p>Meeting 1: Introduction to Course (LLO-1) Students understand the coverage of the course discussion Indicator: 1.1. Students are able to mention the topics discussed in the course Teaching method: group discussion, lecture</p> <p>Meeting 2: Definition of Drama (LLO-2) Students understand the definition of drama Indicators: 2.1. Students are able to mention the definition of drama 2.2. Students are able to identify the similarities and differences between drama and prose, poetry, and non-fiction works after analysing some excerpts of dramatic texts 2.3. Students are able to mention genres of drama Teaching method: group discussion, lecture</p> <p>Meeting 3: Dialogue, monologue, aside dan soliloquy (LLO-3) Students understand dialogue, monologue, aside and soliloquy in drama Indicator: 3.1. Students are able to mention the definition, function, and differences of dialogue, monologue, aside, and soliloquy in drama Teaching method: group discussion, lecture</p> <p>Meeting 4: Character and Characterization (LLO-4) Students understand character and characterization in a drama Indicators: 4.1. Students are able to identify character and characterization in a drama 4.2. Students are able to explain characterization methods and their functions in a drama Teaching method: group discussion, lecture</p> <p>Meeting 5: Setting (LLO-5) Students understand setting in a drama Indicators: 5.1. Students are able to identify setting and its types in a drama 5.2. Students are able to explain the functions of setting in a drama Teaching method: group discussion, lecture</p> <p>Meeting 6: Plot (LLO-6) Students understand plot in a drama Indicators: 6.1. Students are able to identify plot in a drama</p>

	<p>6.2. Students are able to explain the functions of plot in a drama</p> <p>Teaching method: group discussion, lecture</p> <p>Meeting 7: Performing Drama (LLO-7) Students understand drama in the context of staging and adaptations Indicators: 7.1. Students are able to identify drama in the context of staging and drama-to-film adaptations 7.2. Students are able to explain drama in the context of staging and drama-to-film adaptations Teaching method: group discussion, lecture</p> <p>Meeting 8: Mid-Term Exam</p> <p>Meeting 9-11: Realism (LLO-8) Students understand realism in a drama Indicators: 8.1. Students are able to explain realism in a drama 8.2. Students are able to analyse textual and contextual elements of a realism in a modern drama Teaching method: group discussion, group presentation</p> <p>Meeting 12-15: Theatre of the Absurd (LLO-9) Students understand absurdism and existentialism in a theatre of the absurd Indicators: 9.1. Students are able to explain absurdism and existentialism in a theatre of the absurd 9.2. Students are able to analyse textual and contextual elements of a theatre of the absurd Teaching method: group discussion, group presentation</p> <p>Meeting 16: Final Exam</p>
5	<p>Teaching methods</p> <p>Lectures, discussions, collaborative learning</p>
6	<p>Assessment methods</p> <ol style="list-style-type: none"> 1. Class Participation To maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary tasks but they are also expected to interact with peers and the topics as directed in class discussions and activities. 2. Quizzes

Quizzes enable students to identify gaps in knowledge or in other words to identify how well the students know the textual elements of drama. It is thus important for the students to take Quiz 1 and 2 along the semester. Score will be provided based on the answer key for the quizzes.

3. Middle Test and Final Examination

These tests may motivate the students to look through and revise previously learnt materials. At such, taking exams motivates the students to look for study tips and improve their studying skills, while also helping them develop self-discipline and self-organization. It's well-known that these skills are priceless and will serve them for the rest of their days. Score will be provided based on the answer key for the exams.

4. Presentation

Students collaboratively will present their analysis about drama. They will identify the textual elements of drama, elaborate experience in reading the texts given, and give appreciation to the drama. Score will be provided based on the relevance with the topic and the creativity of the presentation.

What follows is summary of the Assessment

Task Type	Assessment Task	Due	Weighting
Participative Activity	Class Participation	Through the semester	10%
	Assignment (group presentation)	Week 11 and 15	15%
	Reading journal	Weekly	15%
Collaborative Project Outcome	Essay	Week 16	10%
Quiz (optional)	Written assessment	Week 5 and 13	10%
UTS	Written assessment	Week 8	15%
UAS	Written assessment	Week 16	25%
TOTAL			100%

7 This module/course is used in the following study programme/s as well


-

8 Teacher:

1. Fariska Pujiyanti, M. Hum.
2. Fredy Nugroho, M.Hum.

	<p>3. Sri Utami Budi, M.A.</p> <p>4. Nanang Endrayanto, M.A.</p>
9	<p>Resources:</p> <p>Barton, Robert. 2009. <i>Acting: Onstage and Off (Fifth Edition)</i>. Boston: Wadsworth Cengage Learning.</p> <p>Birkerts, Sven. 1996. <i>Literature: The Evolving Canon</i>. London: Allyn & Bacon.</p> <p>King, Kimball (Ed.). 2007. <i>Western Drama Through the Ages: A Student Reference Guide</i>. London: Greenwood Press.</p> <p>Pickering, Kenneth. 2005. <i>Key Concepts in Drama and Performance</i>. New York: Palgrave Macmillan.</p> <p>Scanlan, David. 1988. <i>Reading Drama</i>. California: Mayfield Publishing Company.</p>

EXAMPLE OF STUDENT TASK GUIDE

	<p>BRAWIJAYA UNIVERSITY FACULTY OF CULTURAL STUDIES DEPARTMENT OF LANGUAGES AND LITERATURE STUDY PROGRAMME OF ENGLISH LITERATURE</p>
	STUDENT TASK GUIDELINE
COURSE:	Drama
CODE:	SBI 62024 CU 3/Semester 4
TEACHER	Team
TASK FORM:	
Written and Oral	
NAME OF TASK:	
Essay Presentation	
COURSE LEARNING OUTCOME:	
CLO 2 understand various dramatic texts and explain the “-ism” in the text.	
CLO 3 make critical analysis of drama in English and present them.	
DESCRIPTION	
Students collaboratively will present their analysis about realism in a drama. They will identify the elements of realism in drama, elaborate experience in reading the text given, and give appreciation to the drama. Score will be provided based on the relevance with the topic and the creativity of the presentation.	
METHOD OF COMPLETION	

1. Students work in the groups of 3-4
2. In week 9, the groups will read an assigned dramatic text and read lesson material about realism in drama
3. In week 10, the groups will start discussing about realism in the assigned dramatic text and formulate a collaborative analysis on the text.
4. In week 11, the group will present their analysis orally and hand in their written analysis.

OUTCOMES

- a. Object: a two-page single-spaced essay and reference
- b. Outcome: an essay that has to be presented

INDICATORS, CRITERIA, AND PERCENTAGE OF GRADING

The score is given based on the following rubric:

TRAIT	40-50	60-70	80-90	Score
Language	Word forms and sentence structures are adequate to convey basic meaning. Errors cause noticeable distraction	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Employs words with fluency, develops concise standard English sentences, balances a variety of sentence structures effectively.	
Content	Less comprehensive explanation about the analysis	Quite comprehensive explanation about the analysis	Comprehensive explanation about the analysis	
Originality	Writing may conform too closely to source text, indicating student failed to use his or her own words in conveying main concepts and details	Writing style is original and demonstrates student paraphrasing of source text; very little evidence of plagiarism or partial copying.	Writing style is wholly original and clearly demonstrates student paraphrasing of source text; no evidence of plagiarism or partial copying.	
TOTAL ((Trait 1 + Trait 2 + Trait 3): 3)				

However, passive student in the group not involving in completing the exercise is not likely to get assessed.

Grading = 10% for each group

TIME

Begun in Meeting 9, Presented and Submitted in Meeting 11

OTHERS

REFERENCES

A. Essay Format:

1. Font : Times New Roman
2. Font size : 12
3. Spacing : Single (1,0)
4. Lay-out Spacing : Before 0 pt & After 0 pt

B. Please use the following format

Essay Title...

By:

1. Name of student
2. Name of student
3. Name of student
4. Etc

Please start your first paragraph here

.....
.....
.....