

Module/Course Title: Prose					
Module/ course code	Student workload	Credits (ECTS) 3	Semester 4	Frequency 3 CU x 16 = 48	Duration 16 meetings
SBI 62022	8,5 hours per week	CU x 1.5 = 4.5 ECTS			
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 25 students	
2	Prerequisites for participation (if applicable) Not Available				
3	<p>Learning outcomes:</p> <p>This course aims at providing the students skills in analyzing English short stories and a novel written by writers with different backgrounds. They will also be nurtured to grab meanings beyond texts, and in the highest level, getting a sense of appreciating literary work, as reflection of human's motifs in life. The focus of class activities will be on identifying the intrinsic and extrinsic elements of prose. Close reading is considered the best method for the students to boost their ability in comprehending the works, and further, analyze its structural elements and its contexts. They will discuss the works in groups and present their findings in presentation, by which it is expected to trigger a lively class discussion. At the end, the students are hoped to nurture their sense of humanity by seeing the reflection of life through the stories and novel they read.</p> <p>Programme Learning Outcomes:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Intended Learning Outcomes:</p> <p>ILO 1 Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics</p> <p>ILO 2 Students are able to uphold entrepreneurship values in cooperating with the society and environment</p> <p>ILO 3 Students are able to demonstrate language skills by using proper English</p>				

	<p>ILO 4 Students are able to analyze the development of linguistic, literary and cultural phenomena in the global and digital era</p> <p>ILO 5 Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts</p> <p>ILO 6 Students are able to use media and technology into their learning and research activities</p> <p>Course Learning Outcomes:</p> <p>CLO 1 Students are able to analyze the intrinsic and extrinsic elements of the assigned literary works</p> <p>CLO 2 Students are able to contextualize literary works with what occurs in the real world in their daily contexts.</p>
4	<p>Subject aims/Content</p> <ol style="list-style-type: none"> 1. Week1: Introduction to the Course Students are able to understand the coverage of the course Teaching strategy: lecture, class discussion 2. Week 2: Prose: Its Structural Elements, Types, and Development Students are able to understand the concepts of intrinsic and extrinsic elements in literary works Teaching strategy: lecture, class discussion 3. Week 3: Close Reading: R.K Narayan’s <i>Mother and Son</i> Students are able to understand the story’s plot Teaching strategy: lecture, class discussion, individual assignment 4. Week 4: R.K Narayan’s <i>Mother and Son: Story and Meaning</i> Students are able to analyze the intrinsic and extrinsic elements of the story included examining the writer's creative process in shaping the story. Teaching strategy: lecture, class discussion, individual assignment 5. Week 5: Close Reading: Amy Tan’s <i>Two Kinds</i> Students are able to understand the story’s plot, Teaching strategy: lecture, class discussion, individual assignment 6. Week 6: Amy Tan’s <i>Two Kinds: The Text and Context</i> Students are able to analyze the intrinsic and extrinsic elements of the story included examining the writer's creative process in shaping the story. Teaching strategy: group presentation, class discussion, individual assignment 7. Week 7: Novel and Frame of Reference Students are able to understand the concepts and types of novel

	<p>Teaching strategy: group presentation, class discussion, individual assignment</p> <p>8. Week 8: Mid-term Examination</p> <p>9. Week 9-12: Close Reading Sherman Alexie's <i>The Absolutely True Diary of a Part-Time Indian</i> Students are able to understand the novel's plot</p> <p>Teaching strategy: group presentation, class discussion, individual assignment</p> <p>10. Week 13: Sherman Alexie's <i>The Absolutely True Diary of a Part-Time Indian</i> : The intrinsic Elements of the Text Students are able to analyze the intrinsic and extrinsic elements of the novel</p> <p>Teaching strategy: group presentation, class discussion, individual assignment</p> <p>11. Week 14: Sherman Alexie's <i>The Absolutely True Diary of a Part-Time Indian</i>: The Writer's Creative Process Students are able to analyze the writer's creative process</p> <p>Teaching strategy: group presentation, class discussion, individual assignment</p> <p>12. Week 15: Sherman Alexie's <i>The Absolutely True Diary of a Part-Time Indian</i>: What Does It Mean to be Indian in America? Students are able to understand the writer's intention for writing the novel from societal standpoint</p> <p>Teaching strategy: group presentation, class discussion, individual assignment</p> <p>13. Week 16: Final Project Submission Students are able to write a brief article in which the students relate any issues in Sherman Alexie's <i>The Absolutely True Diary of a Part-Time Indian</i> with what really happens to Indian-American in every day's life.</p>
5	<p>Teaching methods</p> <p>Lectures, discussions, presentation, final project work</p>
6	<p>Assessment methods</p> <ol style="list-style-type: none"> 1. Attendance Students are required to attend 80% of the number of total meetings 2. Class Participation Students are obliged to actively participate in class discussions 3. Reading Journal After reading a new story, each student is assigned to write a reading journal in which they can express their thoughts on the story. 4. Class Work (Group Presentation)

To maximize learning opportunities in this course, students are expected to collaboratively interact with group members and the topics as directed in class discussions and activities in the form of group presentations. Prior to class, students are assigned to read selected short stories and novel and discuss its structural elements and issues raised in the works

5. Quiz
Quizzes allow students to identify knowledge gaps or, in other words, how well they learned previous topics.
6. Mid-term Examination
The test may encourage students to review and revise previously learned topics in Prose course. As a result, taking an exam encourages students to seek out study tips and improve their study skills, while also assisting them in developing self-discipline and self-organization. It is widely acknowledged that these abilities are priceless and will serve them for the rest of their lives. The exam answer key will be used to calculate the score.
7. Final Examination (Individual Essay)
The semester's work will culminate in a final paper that combines practical knowledge gained through text analysis with theoretical arguments drawn from academic readings. Each student will be required to write a brief article in which they relate any issues in Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian* to their observations on the corresponding issue in reality.

Assessment Summary:

Task Type	Assessment Task	Due	Weighting
Participative Activity	Attendance	Through the semester	5%
	Class Participation	Through the semester	10%
	Reading Journal: Read and analyze the plots of the short stories and novels assigned to the students.	Week 3,5,10,11,12, 13	25%
Collaborative Project Outcome	Group Work: conduct group presentation, in which students explain their findings in the light of the work's structure and context	Week 6,10,11,12, 13,15	15%
Quiz	Analyzing one short story's text and context	Week 6	10%
UTS	Individual summative test	Week 8	15%
UAS	Individual Essay: composing an essay in which students relate any issues raised in the novel to their observations of the corresponding aspect in real life	Week 16	20%
TOTAL			100%

7	<p>This module/course is used in the following study programme/s as well</p> <p>Not Applicable</p>
8	<p>Module Coordinator</p> <p>Dyah Eko Hapsari,S.S., M.Hum.</p>
9	<p>Resources</p> <p>Alexie, Sherman. (2007). <i>The absolutely true diary of a part-time Indian</i>. Boston: Little, Brown and Company.</p> <p>Boulton, Marjorie. (2013). <i>The anatomy of prose</i>. New York: Routledge Taylor & Francis Group</p> <p>Carter, Ronald & John McRae. (2017). <i>The Routledge history of literature in English: Britain and Ireland</i> (3rd Ed). New York: Routledge Taylor & Francis Group</p> <p>Dennis, Helen May. (2007). <i>Native american literature: toward a spatialized reading</i>. New York: Routledge Taylor and Francis Group.</p> <p>Hapsari, Dyah E. et al. (2017). <i>Short story analysis</i>. Malang: UB Press</p> <p>Kelsey, Penelope Myrtle. (2008). <i>Tribal theory in native american literature</i>. Nebraska: University of Nebraska Press.</p> <p>Kuiper Kathleen (Ed). (2011). <i>Native american culture</i>. New York: Britannica Educational Publishing</p> <p>Kuiper, Kathleen (Ed.). (2012). <i>Prose: literary terms and concepts</i>. New York: Britannica Education Publishing in association with Rosen Educational Services</p> <p>Krupat, Arnold. (1989). <i>The voice in the margin: native american literature and the canon</i>. Berkeley: University of California Press</p> <p>Langston, Donna Hightower. (2003). <i>The native american world</i>. New Jersey: John Wiley & Sons, Inc.</p> <p>McNickle, D'Arcy. (1993). <i>Native american tribalism: indians survivals and renewals</i>. New York: Oxford University Press.</p> <p>Pulitano, Elvira. (2003). <i>Toward a native american critical theory</i>. Nebraska: University of Nebraska Press.</p> <p>Stobaugh, J.P. (2012). <i>Handbook for literary analysis</i>, Hollsopple: Stombaugh Publishing.</p> <p>Supplementary materials from various sources.</p>