

A. Lesson Plan and Course Assessment

 UNESA Universitas Negeri Surabaya	Universitas Negeri Surabaya Faculty of Languages and Arts <<Indonesian Language and Literature>> Study Program					Document Cod e
Lesson Plan						
COURSE	Code	Cluster	Credits	Semester	Compilation Date	
<Ecranisation>	<2014112074>	<Literature>	2	3	2021	
AUTHORIZATION	Lesson Plan Developer		Coordinator		Head of Study Program	
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Program Learning Outcome (PLO)	PLO					
	PLO3	Being responsible for any works in the field of Indonesian language and literature education independently by internalizing religious values, norms and academic ethics with a spirit of struggle and entrepreneurship.				
	PLO4	Mastering the basic concepts of language, literature, language and literary skills, language and literature research.				
	PLO14	Being able to analyze and apply theories, concepts, and approaches in Indonesian language and literature learning; and producing innovative learning designs for Indonesian language and literature learning process, including for foreign learners and inclusive children				
	Course Learning Outcome (CLO)					
	CL01	Utilizing science and technology as a medium for writing and performing drama;				
	CL02	Mastering drama writing and performing techniques and ways to develop them;				
	CL03	Making a strategic decision in writing and performing drama creatively and inspiringly based on the determined situations;				

	CLO4	Being responsible and showing perceived faith, intelligent, independent, honest, caring, and resilient characters in completing assignments, exercises, and tests related to writing and performance.
Course Description	Mastering the basic concepts of ecranization and applying them to compare literary works with films, the contrary (context vehicle transfer/konteks alih wahana), either in the same or different languages through structured and independent activities to produce presented articles.	
Learning Materials/ Topics	1. Concept of ecranisation and adaptation 2. Development of ecranisation in Indonesia 3. Diverification of novel and film 4. Aspects of novel and film 5. Ecranisation study based on George Bluestone 6. Poetry, short story, novel, drama, and folklore as a material of movie's story 7. Ecranisation study based on Pamusuk Eneste 8. Semiotic and intertextual as schema approach	
References	Primary	1. Ajidarma, Seno Gumira. 2000. Layar Kata: Menengok 20 Skenario Pemenang Citra FFI 1973. —1992. Yogyakarta: Bentang 2. Basral, Akmal dan Ekky Imanjaya. 2003. Andai Ia Tahu: Kupas Tuntas Proses Pembuatan Film. Jakarta: Lavie Publishing. 3. Damono, Sapardi Djoko. 2005. Pegangan Penelitian Sastra Bandingan. Jakarta: Pusat Bahasa. 4. Damono, Sapardi Djoko. 2016. Alih Wahana. Jakarta: Gramedia Pustaka Utama. 5. Hutcheon, Linda. 2006. Theory of Adaptation. New York: Roudledge.
	Supplementary	-
Lecturer(s)	Rahmi Rahmayati, S.Pd., M.Pd.	
Prerequisite	-	

Week	Learning Objectives	Assessment		Learning Form, Learning Method, Student Assignment (Estimated Time)		Learning Sources	Scoring
		Indicators	Criteria/Form/Type	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to describe concept of ecranisation and adaptation	1. Able to describe concept of ecranisation 2. Able to describe definition of adaptation	Oral test List of question (describe concept of ecranisation and adaptation) Criteria: rubric 4: describe true 3: in general describe true, but there is one aspect is not true 2: in general describe true, but there are more than one aspects is not true 1: describe false		Discussion Problem based learning (2 x 50)	2,3,4	0—100
2	Students are able to explain and understand about development of ecranisation in Indonesia	Able to explain and understand about development of ecranisation in Indonesia	Oral test List of question (describe explain about development of		Discussion Problem based learning (2 x 50)	1,2,3,4,5	0—100

			ecranisation in Indonesia) Criteria: rubric 4: describe true 3: in general describe true, but there is one aspect is not true 2: in general describe true, but there are more than one aspects is not true 1: describe false				
3	Students are able to distinguish novel and film	Able to to distinguish novel and film	Oral test List of question (explain diversification between novel and film) Criteria: rubric 4: describe true 3: in general describe true, but there is one aspect is not true 2: in general describe true, but there are more than one aspects is not true		Discussion Problem based learning (4 x 50)	1,2,3,4,5	0—100

			1: describe false				
4	Students are able to discuss about aspects of novel and film	Able to discuss about aspects of novel and film	Oral test List of question (explain about aspects of novel and film) Criteria: rubric 4: describe true 3: in general describe true, but there is one aspect is not true 2: in general describe true, but there are more than one aspects is not true 1: describe false		Discussion Problem based learning (2 x 50)	1,2,3,4,5	0—100
5	Students are able to discuss about ecranisation study based on George Bluestone	Able to discuss about ecranisation study based on George Bluestone	Oral test List of question (explain about ecranisation study based on George Bluestone) Criteria: rubric 4: describe true 3: in general describe true, but there is one aspect is not true 2: in general		Discussion Presentation Problem based learning (4 x 50)	1,2,3,4,5	0—100

			describe true, but there are more than one aspects is not true 1: describe false				
6	Students are able to discuss about poetry, short story, novel, drama, and folklore as a material of movie's story	Able to discuss about poetry, short story, novel, drama, and folklore as a material of movie's story	Oral test List of question (explain about poetry, short story, novel, drama, and folklore as a material of movie's story) Criteria: rubric 4: describe true 3: in general describe true, but there is one aspect is not true 2: in general describe true, but there are more than one aspects is not true 1: describe false		Problem based learning Discussion (2 x 50)	1,2,3,4,5	0—100
7	Midterm Exam						
8	Students are able to analyze ecranisation study based on George Bluestone	Able to analyze of ecranisation study based on George Bluestone	Oral test List of question (analyze ecranisation study based on		Problem based learning Discussion (2 x 50)		

			George Bluestone) Criteria: rubric 4: describe true 3: in general describe true, but there is one aspect is not true 2: in general describe true, but there are more than one aspects is not true 1: describe false				
9	Students are able to discuss about ecranisation study based on Pamusuk Eneste	Able to discuss about ecranisation study based on Pamusuk Eneste	Oral test List of question (explain about ecranisation study based on Pamusuk Eneste) Criteria: rubric 4: describe true 3: in general describe true, but there is one aspect is not true 2: in general describe true, but there are more than one aspects is not true		Problem learning based Discussion Presentation (4 x 50)	1,2,3,4,5	0—100

			1: describe false				
10	Students are able to analyze ecranisation study based on Pamusuk Eneste	Able to analyze ecranisation study based on Pamusuk Eneste	Oral test List of question (analyze ecranisation study based on Pamusuk Eneste) Criteria: rubric 4: describe true 3: in general describe true, but there is one aspect is not true 2: in general describe true, but there are more than one aspects is not true 1: describe false		Project learning Discussion (2 x 50)	1,2,3,4,5	0—100
11	Students are able to discuss about semiotic and intertextual as schema approach	Able to discuss about semiotic and intertextual as schema approach	Oral test List of question (explain about semiotic and intertextual as schema approach) Criteria: rubric 4: describe true 3: in general describe true, but there is one aspect is not true		Project learning Discussion (4 x 50)	1,2,3,4,5	0—100

			2: in general describe true, but there are more than one aspects is not true 1: describe false				
14	Students are able to analyze semiotic and intertextual as schema approach	Able to analyze semiotic and intertextual as schema approach	writing test List of question (analyze semiotic and intertextual as schema approach) Criteria: rubric 4: describe true 3: in general describe true, but there is one aspect is not true 2: in general describe true, but there are more than one aspects is not true 1: describe false		Problem based learning Discussion Presentation (4 x 50)	1,2,3,4,5	0—100

