



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
JURUSAN PENDIDIKAN BAHASA INGGRIS

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
MATA KULIAH : AESTHETICS

RPP/PRODI BAHASA & SASTRA INGGRIS (56)	Revisi : 00	31 Juli 2008	Hal: ... dari
Semester ganjil	Paulus Kurnianta, M.Hum.		Pertemuan: 07.00-08.40

1. Fakultas / Program Studi : Bahasa dan Seni / Bahasa dan Sastra Inggris
2. Mata Kuliah & Kode : Aesthetics Ko2de : SBI 216
3. Jumlah SKS : Teori : 2 SKS Praktikum : SKS
: Sem : V Waktu : 100 menit

4. Rencana Pembelajaran Minggu ke: 1

SPECIFIC TOPIC Syllabus and orientation
INSTRUCTIONAL GOAL. Students are acquainted with Aesthetics scope and course plan.
PERFORMANCE OBJECTIVE Students are familiar with Aesthetics scope and course plan.
RATIONALE Orientation in this course is crucial to give a start in order that the students are familiar and motivated in studying Aesthetics.
LESSON CONTENT <ol style="list-style-type: none">1. What is Aesthetics2. What is its scope?3. Why do you study Aesthetics?
INSTRUCTIONAL PROCEDURES (<ol style="list-style-type: none">1. Inviting students to elicit their previous knowledge on art2. Inviting students to recognize its scope3. Asking students to think of its relevance and significance4. Integrating their sense of Aesthetics into well established perspective5. Giving emphasis on Aesthetics notion, scope, significance and relevance
METHOD OF DELIVERY Lecture and discussion



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EVALUATION PROCEDURE

Students are able to explain Aesthetics notion, scope, significance and relevance

MATERIALS AND AIDS

1. Introduction into Aesthetics
2. Definition of art
3. LCD

Mengetahui,
Ketua Prodi Bahasa dan Sastra Inggris

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: Sem : V Waktu : 100 menit

4. Rencana Pembelajaran Minggu ke: 2

SPECIFIC TOPIC Approaches in Aesthetics
INSTRUCTIONAL GOAL. Students are acquainted with approaches in Aesthetics.
PERFORMANCE OBJECTIVE Students are familiar with various approaches in Aesthetics.
RATIONALE Various approaches in Aesthetics is necessary to give the students a new view that Aesthetics is single sided but involve multi-perspectives in line with various art practices and art-world.
LESSON CONTENT <ol style="list-style-type: none">1. What is art?2. What do you expect to get from art?3. Why is the function of art?
INSTRUCTIONAL PROCEDURES <ol style="list-style-type: none">1. Introducing students various approaches in art2. Inviting students to present their reading on different approaches in art3. Occasioning students to involve in discussion session4. Giving emphasis on three underlining Aesthetics approaches: normative, philosophical and functional and various perspectives: essential, functional, procedural, hybrid and relative.
METHOD OF DELIVERY Presentation, discussion and lecture



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EVALUATION PROCEDURE

Students are able to explain Aesthetics notion, scope, significance and relevance

MATERIALS AND AIDS

1. Philosophy of the Art (PA): *Introduction, p:1-4 & Theories of Art, p:149-175*
2. The Routledge Companion to Aesthetics (RCA): *Definition of art, p: 169-180*
3. LCD

Mengetahui,
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4. Rencana Pembelajaran Minggu ke: 3

SPECIFIC TOPIC Art and Pleasure
INSTRUCTIONAL GOAL. Students are acquainted with pleasure principle to value art.
PERFORMANCE OBJECTIVE Students are familiar with various pleasure values: standard of taste standard of taste (Hume), pleasure (Mill), Beauty (Kant), and Play (Gadamer).
RATIONALE It is crucial to recognize that pleasure principle with its various derivations is one basis to value art.
LESSON CONTENT <ol style="list-style-type: none">1. What is the connection between art and pleasure?2. What do the experts (Hume, Mill, Kant and Gadamer) say about pleasure principle as a basis to value art?3. What are the weaknesses and strength of pleasure principle?
INSTRUCTIONAL PROCEDURES <ol style="list-style-type: none">1. Introducing students various perspectives on art and pleasure2. Inviting students to present their reading on art and pleasure3. Occasioning students to involve in discussion session about the topic4. Giving emphasis on art and pleasure as one paradigm of normative approach
METHOD OF DELIVERY Presentation, discussion and lecture



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EVALUATION PROCEDURE

Students are able to explain the value of art by considering the relation between art and pleasure.

MATERIALS AND AIDS

1. Philosophy of the Art (PA): *Art and Pleasure*, p:4-21
2. The Routledge Companion to Aesthetics (RCA): *Value of art*, p: 215-226
3. LCD

Mengetahui,
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4. Rencana Pembelajaran Minggu ke: 4

SPECIFIC TOPIC Art and emotion
INSTRUCTIONAL GOAL. Students are acquainted with expressive principle to value art.
PERFORMANCE OBJECTIVE Students are familiar with various expressive values: everyday expressivism (Tolstoy), expressivism (Collingwood), and expression vs expressiveness.
RATIONALE It is crucial to recognize that expressive principle with its variation is one basis to value art.
LESSON CONTENT <ol style="list-style-type: none">1. What is the connection between art and emotion?2. What do the experts Tolstoy, Collingwood say about emotion as a basis to value art?3. What are the weaknesses and strength of expresivism?
INSTRUCTIONAL PROCEDURES <ol style="list-style-type: none">1. Introducing students various perspectives on art and emotion2. Inviting students to present their reading on art and emotion3. Occasioning students to involve in discussion session about the topic4. Giving emphasis on art and emotion as one paradigm of normative approach
METHOD OF DELIVERY Presentation, discussion and lecture



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EVALUATION PROCEDURE

Students are able to explain the value of art by considering the relation between art and emotion.

MATERIALS AND AIDS

1. Philosophy of the Art (PA): *Art and Emotion*, p:24-40
2. The Routledge Companion to Aesthetics (RCA): *Art, expression and Emotion*, p: 353-362
3. LCD

Mengetahui,
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4. Rencana Pembelajaran Minggu ke: 5

SPECIFIC TOPIC Art and understanding
INSTRUCTIONAL GOAL. Students are acquainted with cognitive principle to value art.
PERFORMANCE OBJECTIVE Students are familiar with various cognitive considerations: art and knowledge, aesthetic cognitivism, art as understanding, imagination and experience, the objects of imagination, art and the artworld, understanding as a norm, and human nature.
RATIONALE It is crucial to recognize that cognitive principle with its variation is one basis to value art.
LESSON CONTENT <ol style="list-style-type: none">1. What is the connection between art and understanding?2. What do the experts Tolstoy, Collingwood say about emotion as a basis to value art?3. What are the weaknesses and strength of cognotivism?
INSTRUCTIONAL PROCEDURES <ol style="list-style-type: none">1. Introducing students various perspectives on art and understanding2. Inviting students to present their reading on art and understanding3. Occasioning students to involve in discussion session about the topic4. Giving emphasis on art and understanding as one paradigm of normative approach
METHOD OF DELIVERY Presentation, discussion and lecture



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EVALUATION PROCEDURE

Students are able to explain the value of art by considering the relation between art and emotion.

MATERIALS AND AIDS

1. Philosophy of the Art (PA): *Art and understanding*, p:42-62
2. The Routledge Companion to Aesthetics (RCA): *Art and Knowledge* p: 329-340
3. LCD

Mengetahui,
Ketua Prodi Bahasa dan Sastra Inggris

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4. Rencana Pembelajaran Minggu ke: 6

SPECIFIC TOPIC Mid-term Test
INSTRUCTIONAL GOAL. Students recognize different approaches in art and normative perspective as an example.
PERFORMANCE OBJECTIVE Students are able to apply the most relevant normative approach to comment on a work of art.
RATIONALE It is crucial to academically present an argumentative basis to construct a simple analysis on a work of art.
LESSON CONTENT A test which require student to analyze a work of art
INSTRUCTIONAL PROCEDURES Giving a test to the students
METHOD OF DELIVERY Written exam



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EVALUATION PROCEDURE

Students are able to analyze a work of art based on the most relevant perspective contextually.

MATERIALS AND AIDS

1. A work of art
2. Exam paper

Mengetahui,
Ketua Prodi Bahasa dan Sastra Inggris

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4. Rencana Pembelajaran Minggu ke: 7

SPECIFIC TOPIC Art form 1: Music
INSTRUCTIONAL GOAL. Students recognize aesthetic value of music, as an art form.
PERFORMANCE OBJECTIVE Students recognize artistic elements in music: pleasure, emotion, language, representation in music, musical vocabulary and musical grammar, uniqueness of music, music and beauty, music as the exploration of sound.
RATIONALE It is essential to be able to identify aesthetic elements in music as an art form.
LESSON CONTENT <ol style="list-style-type: none">1. What are the elements of music to consider?2. What can students identify as aesthetic features in a piece of music?
INSTRUCTIONAL PROCEDURES <ol style="list-style-type: none">1. Introducing students various aesthetic elements in music as an art form2. Inviting students to present their reading on music and meaning.3. Occasioning students to involve in discussion session about the topic4. Giving emphasis artistic elements we can find in music as an art form.
METHOD OF DELIVERY Presentation, discussion and lecture
EVALUATION PROCEDURE



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Students are able to explain music as a work of art aesthetically.

MATERIALS AND AIDS

1. Philosophy of the Art (PA): *Music and Meaning*, p:64-73
2. The Routledge Companion to Aesthetics (RCA): *Music*, p: 531-543
3. LCD

Mengetahui,
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4. Rencana Pembelajaran Minggu ke: 8

SPECIFIC TOPIC Art form 2 / Visual Art: Painting and Film
INSTRUCTIONAL GOAL. Students recognize aesthetic value of painting and film, as art forms.
PERFORMANCE OBJECTIVE Students recognize artistic elements painting and film: representation and artistic value, art and the visual, visual art and the non visual, film as art, montage vs long shot, talkies, auteur in film.
RATIONALE It is essential to be able to identify aesthetic elements in visual art as an art form.
LESSON CONTENT 1. What are the elements of visual art to consider? 2. What can students identify as aesthetic features in a work of visual art?
INSTRUCTIONAL PROCEDURES 1. Introducing students various aesthetic elements in visual art 2. Inviting students to present their reading on visual art 3. Occasioning students to involve in discussion session about the topic 4. Giving emphasis artistic elements we can find painting and film as art forms
METHOD OF DELIVERY Presentation, discussion and lecture
EVALUATION PROCEDURE



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Students are able to explain aesthetic features in visual art.

MATERIALS AND AIDS

1. Philosophy of the Art (PA): *From Painting to Film*, p: 87-109
2. The Routledge Companion to Aesthetics (RCA): *Film*, p: 463-476 and *Painting*, p:491-502
3. LCD

Mengetahui,
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: Sem : V Waktu : 100 menit

4. Rencana Pembelajaran Minggu ke: 9

SPECIFIC TOPIC Previewing and Predicting
INSTRUCTIONAL GOAL. Students select texts or books to read based on their content.
PERFORMANCE OBJECTIVE Students recognize artistic elements of architecture: peculiarities of architecture, form and function, façade, deception and zeitgeist, functionalism and space, architectural expression, architecture and understanding.
RATIONALE It is essential to be able to identify aesthetic elements in architecture as an art form.
LESSON CONTENT <ol style="list-style-type: none">1. What are the elements of architecture to consider?2. What can students identify as aesthetic features in a work of architecture?
INSTRUCTIONAL PROCEDURES <ol style="list-style-type: none">1. Introducing students various aesthetic elements in architecture2. Inviting students to present their reading on architecture3. Occasioning students to involve in discussion session about the topic4. Giving emphasis artistic elements we can find architecture as an art form
METHOD OF DELIVERY Presentation, discussion and lecture
EVALUATION PROCEDURE



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
JURUSAN PENDIDIKAN BAHASA INGGRIS

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
MATA KULIAH : AESTHETICS

RPP/PRODI BAHASA & SASTRA INGGRIS (56)	Revisi : 00	31 Juli 2008	Hal: ... dari
Semester (ganjil)	Paulus Kurnianta		Jam pertemuan: 07.00-08.40

Students are able to explain aesthetic features architecture.

MATERIALS AND AIDS

1. Philosophy of the Art (PA): *Architecture as an art*, p:131-148
2. The Routledge Companion to Aesthetics (RCA): *Architecture*, p:519-530
3. LCD

Mengetahui,
Ketua Prodi Bahasa dan Sastra Inggris

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Yogyakarta,
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1. Fakultas / Program Studi : Bahasa dan Seni / Bahasa dan Sastra Inggris
2. Mata Kuliah & Kode : Aesthetics Kode : SBI 216
3. Jumlah SKS : Teori : 2 SKS Praktik : - SKS
: Sem : V Waktu : 100 menit

4. Rencana Pembelajaran Minggu ke: 10

SPECIFIC TOPIC Art Form 4: Literature
INSTRUCTIONAL GOAL. Students recognize aesthetic value of literature, as an art form.
PERFORMANCE OBJECTIVE Students recognize artistic elements of literature: poetry and prose, unity of form and content, figures of speech, expressive language, poetic devices, narrative and fiction, literature and understanding
RATIONALE It is essential to be able to identify aesthetic elements in literature as an art form.
LESSON CONTENT <ol style="list-style-type: none">1. What are the elements of literature to consider in Aesthetics?2. What can students identify as aesthetic features in a work of literature?
INSTRUCTIONAL PROCEDURES <ol style="list-style-type: none">1. Introducing students various aesthetic elements in literature2. Inviting students to present their reading on literature3. Occasioning students to involve in discussion session about the topic4. Giving emphasis artistic elements we can find literature as an art form
METHOD OF DELIVERY Presentation, discussion and lecture



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EVALUATION PROCEDURE

Students are able to explain aesthetic elements of literature.

MATERIALS AND AIDS

1. Philosophy of the Art (PA): *Poetry and Paraphrase*, p:110-130
2. The Routledge Companion to Aesthetics (RCA): *Literature*, p:449-462
3. LCD

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: Sem : V Waktu : 100 menit

4. Rencana Pembelajaran Minggu ke: 11

SPECIFIC TOPIC Institutional theory in art
INSTRUCTIONAL GOAL. Students recognize institutional theory, as another aesthetic perspective.
PERFORMANCE OBJECTIVE Students are familiar with institutional theory to respond to the contemporary art practices.
RATIONALE It is essential to recognize contemporary theory to discuss art status in this modern world.
LESSON CONTENT <ol style="list-style-type: none">1. What is art nowadays?2. What is art status?3. What is low art / high art?4. Who holds the authority to declare art status?
INSTRUCTIONAL PROCEDURES <ol style="list-style-type: none">1. Introducing students institutional theory as another paradigm to appreciate art forms.2. Inviting students to present their reading on art and institution3. Occasioning students to involve in discussion session about the topic4. Giving emphasis on institutional theory as another basis to comment on art
METHOD OF DELIVERY Presentation, discussion and lecture



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EVALUATION PROCEDURE

Students are able to explain institutional theory and give a simple analysis on contemporary art practice.

MATERIALS AND AIDS

1. Philosophy of the Art (PA): *Theories of Art*, p:149-175
2. The Routledge Companion to Aesthetics (RCA): *High art versus low art*, p: 409-422
3. LCD

Mengetahui,
Ketua Prodi Bahasa dan Sastra Inggris

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: Sem : V Waktu : 100 menit

4. Rencana Pembelajaran Minggu ke: 12

SPECIFIC TOPIC Art and society
INSTRUCTIONAL GOAL. Students recognize sociological theory, as another aesthetic perspective.
PERFORMANCE OBJECTIVE Students are familiar with sociological theory to respond to social art practices.
RATIONALE It is essential to recognize sociological theory to discuss art contribution to society.
LESSON CONTENT <ol style="list-style-type: none">1. What is sociology of art?2. What is Marxism in art?3. Whom is the art practice intended for?
INSTRUCTIONAL PROCEDURES <ol style="list-style-type: none">1. Introducing students sociological theory as another paradigm to appreciate art forms.2. Inviting students to present their reading on Marxism and sociology of art3. Occasioning students to involve in discussion session about the topic4. Giving emphasis on sociological theory as another basis to comment on art
METHOD OF DELIVERY Presentation, discussion and lecture



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Semester (ganjil)	Paulus Kurnianta		Jam pertemuan: 07.00-08.40

EVALUATION PROCEDURE

Students are able to explain institutional theory and give a simple analysis on contemporary art practice.

MATERIALS AND AIDS

1. Philosophy of the Art (PA): *Theories of Art*, p:149-175
2. What is Literature? (A book – by JP Sartre - about the function of art in society)
3. LCD

Mengetahui,
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: Sem : V Waktu : 100 menit

4. Rencana Pembelajaran Minggu ke: 13

SPECIFIC TOPIC Structuralism in art
INSTRUCTIONAL GOAL. Students recognize structuralism, as another aesthetic perspective.
PERFORMANCE OBJECTIVE Students are familiar with structuralism theory to respond to the contemporary art practices.
RATIONALE It is essential to recognize contemporary theory to discuss art as a system of sign
LESSON CONTENT <ol style="list-style-type: none">1. What is structuralism?2. Why is art considered as a system of sign?3. What can we find in art by applying this perspective?
INSTRUCTIONAL PROCEDURES <ol style="list-style-type: none">1. Introducing students structuralism as another paradigm to appreciate art forms.2. Inviting students to present their reading on structuralism3. Occasioning students to involve in discussion session about the topic4. Giving emphasis on structuralism as another basis to comment on art
METHOD OF DELIVERY Presentation, discussion and lecture



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EVALUATION PROCEDURE

Students are able to explain structuralism and give a simple analysis on contemporary art practice.

MATERIALS AND AIDS

1. Philosophy of the Art (PA): *Theories of Art – Levi Strauss and Structuraliam*, p:149-175
2. The Routledge Companion to Aesthetics (RCA): *Postmodernism: Barthes and Derrida*, p: 155-166
3. LCD

Mengetahui,
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4. Rencana Pembelajaran Minggu ke: 14

SPECIFIC TOPIC Postmodernism in art
INSTRUCTIONAL GOAL. Students recognize postmodernism, as another aesthetic perspective.
PERFORMANCE OBJECTIVE Students are familiar with postmodernism to respond to the contemporary art practices.
RATIONALE It is essential to recognize contemporary theory to discuss art as a chain of sign
LESSON CONTENT <ol style="list-style-type: none">1. What is postmodernism in art?2. Why is art considered as a chain of sign?3. What is deconstruction?4. What can we find in art by applying this perspective?
INSTRUCTIONAL PROCEDURES <ol style="list-style-type: none">1. Introducing students postmodernism as another paradigm to appreciate art forms.2. Inviting students to present their reading on postmodernism3. Occasioning students to involve in discussion session about the topic4. Giving emphasis on postmodernism as another basis to comment on art
METHOD OF DELIVERY Presentation, discussion and lecture



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Semester (ganjil)	Paulus Kurnianta		Jam pertemuan: 07.00 -08.40

EVALUATION PROCEDURE

Students are able to explain postmodernism and give a simple analysis on contemporary art practice.

MATERIALS AND AIDS

1. Philosophy of the Art (PA): *Theories of Art – Levi Strauss and Structuraliam*, p:149-175
2. The Routledge Companion to Aesthetics (RCA): *Postmodernism: Barthes and Derrida*, p: 155-166
3. LCD

Mengetahui,
Ketua Prodi Bahasa dan Sastra Inggris

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4. Rencana Pembelajaran Minggu ke: 15

SPECIFIC TOPIC Wrap up
INSTRUCTIONAL GOAL. Students come to understand that there are various approaches and perspectives applied in the study of Aesthetics.
PERFORMANCE OBJECTIVE Students are familiar with different and various perspectives and able to choose one of them to be applied in an analysis.
RATIONALE It is fundamental to give a broad perspective so that they can cope with art practices ranged from the old to the contemporary ones.
LESSON CONTENT <ol style="list-style-type: none">1. What are approaches and perspectives in Aesthetics?2. How to map various and different perspectives and approaches in a whole?
INSTRUCTIONAL PROCEDURES <ol style="list-style-type: none">1. Reminding students of perspectives and approaches discussed this whole semester2. Asking students to form theoretical map based on perspectives and approaches learned this whole semester3. Occasioning students to compare their theoretical map.4. Giving emphasis on the sense of connection between perspectives and approaches
METHOD OF DELIVERY Discussion and lecture



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EVALUATION PROCEDURE

Students are able to show and explain theoretical map on the study of aesthetics.

MATERIALS AND AIDS

1. All materials presented before
2. LCD

Mengetahui,
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4. Rencana Pembelajaran Minggu ke: 16

SPECIFIC TOPIC Final paper
INSTRUCTIONAL GOAL. Students are able to analyze art form or art practice aesthetically.
PERFORMANCE OBJECTIVE Students are able to choose one perspective argumentatively to construct an analysis of a certain work of art.
RATIONALE The final paper of appreciation indicates a level of how they have mastered the theories of aesthetics as formulated in their theoretical framework and how they have been able to apply it their analysis argumentatively and convincingly.
LESSON CONTENT Explanation about the final paper to write
INSTRUCTIONAL PROCEDURES 1. Explaining the final paper to write 2. Asking them to complete it in two weeks
METHOD OF DELIVERY Final paper exam



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EVALUATION PROCEDURE

Students are able to write an analysis by employing convincing theoretical basis of Aesthetics.

MATERIALS AND AIDS

Exam paper

Mengetahui,
Ketua Prodi Bahasa dan Sastra Inggris

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