

Deskripsi Singkat MK		The course introduces students to the fundamental concepts and practical applications of multimodality in communication. Multimodality refers to the use of different modes—such as text, images, sound, and video—to convey meaning effectively and engage audiences. Throughout the course, students will explore how multimodal texts are employed in diverse contexts, including digital media, education, advertising, everyday interactions, and SDG-related issues focused on gender (SDG 5), climate action (SDG 13), and social justice (SDG 16). Students will delve into both theoretical frameworks and hands-on applications to grasp how these modes interact to shape how messages are received and understood by audiences. The course includes small group discussions and whole-class debates to encourage active participation and deeper exploration of ideas. This course will use a range of assessment tasks including written tests, text analyses, and projects. This course allows students to demonstrate their understanding through practical projects that apply multimodal communication principles. By the end of the course, students will develop a clear understanding of multimodality and cultivate critical thinking skills for analyzing communication that utilizes various modes within socio-cultural contexts.					
Pustaka		<p>Utama :</p> <ol style="list-style-type: none"> Schiffirin, Deborah. 1994. Approaches to Discourse. UK: Blackwell. <p>Pendukung :</p> <ol style="list-style-type: none"> Brown, Gillian and Yule, George. 1983. Discourse Analysis. USA: Cambridge University Press. Fowler, Roger. 1981. Literature as Social Discourse. London: Batsford Academic and Educational Ltd. Huckin, Thomas. 2005. Critical Discourse Analysis in Functional Approaches to Written Text: Classroom Applications by Tom Miller. Washington DC: English Language Programs of United States Information Agency. Locke, Terry. 2004. Critical Discourse Analysis. London. New York. Continuum Mills, Sara. 1997. Discourse. New York: Routledge. Tannen, Deborah. 2007. Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse. UK: University Press Cambridge Coultas, Amanda. 2003. Language and Social Contexts. London & New York: Routledge. Hutchby, Ian. 2006. Media Talk: Conversation Analysis and the Study of Broadcasting. Backshire, England: Open University Press. Coulthard, Malcolm. 2002. Advances in Spoken Discourse Discourse Analysis. New York: Routledge Carter, Ronald & Paul Simpson. 2005. Language, Discourse, & Literature. New York: Routledge Schiffirin, Deborah. 1994. Approaches to Discourse. UK: Blackwell. 					
Dosen Pengampu							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk 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	Being able to distinguish between discourse analysis and critical discourse analysis.	1. The student can clearly articulate the primary objective of DA as understanding how language functions in communication, while identifying CDA's goal as analyzing how language reflects, maintains, or challenges power structures and ideologies. They understand that DA is often descriptive, while CDA is critical and evaluative.	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.1. Written task (1-100) 3. 2.2. Answering questions (1-5) 3.3. Group Discussion (1-5) <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecturing Hands-on activity Discussion and reflection 2 x 50	Individual Assignment Hands-on Activity		5%

2	Being able to describe the approach to the discourse of the pragmatic.	<ol style="list-style-type: none"> 1.The students can explain the pragmatics sense 2.The students can explain discourse analysis in terms of pragmatics side. 3.The students can give examples of discourse analysis study which investigate from pragmatics side. 4.The students can explain the sense of the theory of speech acts. 5.The students can explain discourse analysis with a discussion of material acts said. 6.The students can give examples of discourse analysis study which has the object of discussion. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.1. Written task (1-100) 2.2. Answering questions (1-5) 3.3. Group Discussion (1-5) <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecturing Group Discussion Presentation 2x50	<p>Materi: The Discourse of Pragmatics Approach Pustaka: <i>Schiffrin, Deborah.</i> <i>1994.Approaches to Discourse. UK: Blackwell.</i></p>	10%
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3	Being able to describe the discourse approach to understanding Interactional Sociolinguistics and The Ethnography of Communication	<ol style="list-style-type: none"> 1.The students can describe the relationship between social and communication functions . 2.The students can explain the meaning of interactional Sociolinguistics. 3.The students can describe the analysis of discourse in terms of the interactional Sociolinguistics. 4.The students can cite the study of discourse analysis study in the area of interactional Sociolinguistics. 5.The students can explain the meaning of The Ethnography of Communication 6.The students can explain discourse analysis with a discussion of material The Ethnography of Communication. 7.The students can cite the study of discourse analysis which has the object of discussion The Ethnography of Communication 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Written task (1-100) 2.Answering questions (1-5) 3.Group Discussion (1-5) <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecturing Group Discussion Presentation 2 x 50	<p>Materi: Interactional Sociolinguistics and The Ethnography of Communication</p> <p>Pustaka: <i>Schiffrin, Deborah. 1994.Approaches to Discourse. UK: Blackwell.</i></p>	10%
4	Being able to describe the approach to the discourse of the Conversation Analysis and Variation Analysis.	<ol style="list-style-type: none"> 1.The students can describe the relationship between the Conversation Analysis and Variation Analysis 2.The students can explain the sense of Conversation Analysis. 3.The students can explain discourse analysis with the object of conversation. 4.The students can give examples of discourse analysis study that examines the conversation. 5.The students can explain the notion of Variation Analysis. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Written task (1-100) 2.Answering questions (1-5) 3.Group Discussion (1-5) <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecturing Group Discussion Presentation 2x50	<p>Materi: The Conversation Analysis and Variation Analysis</p> <p>Pustaka: <i>Schiffrin, Deborah. 1994.Approaches to Discourse. UK: Blackwell.</i></p>	10%

5	Being able to explain the theory of Chomsky and Halliday and the relational context that contribute to Speech Event and its Sociolinguistics value.	<ol style="list-style-type: none"> 1.The students can describe the theory of Chomsky. 2.The students can give examples of Chomsky's description. 3.The students can give examples of Halliday's description 4.The students can explain the application of Chomsky theory in a literary work 5.The students can explain the application of Halliday 's theory in a literary work. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Written task (1-100) 2.Answering questions (1-5) 3.Group Discussion (1-5) <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecturing Jigsaw Discussion 2x50		<p>Materi: Speech Event and its Sociolinguistics value</p> <p>Pustaka: <i>Fowler, Roger. 1981. Literature as Social Discourse. London: Batsford Academic and Educational Ltd.</i></p>	10%
6	Being able to explain the pragmatic meaning in the context of the discourse, the context of the situation in a broader context of feminist theory	<ol style="list-style-type: none"> 1.The students can explain the notion of Confessional Discourse. 2.The students give examples of Confessional Discourse 3.The students explain the notion of Discourses of femininity & heterosexuality. 4.The students give examples of Discourses of femininity & heterosexuality 5.The students explain the notion of Discourse in conflict. 6.The students give examples of Discourse in conflict. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Written task (1-100) 2.Answering questions (1-5) 3.Group discussion (1-5) <p>Bentuk Penilaian : Aktifitas Partisipasif</p>	Lecturing Jigsaw Discussion	Lecturing Individual Assignment	<p>Materi: Feminist Theory and Discourse Theory</p> <p>Pustaka: <i>Mills, Sara. 1997. Discourse. New York: Routledge.</i></p>	5%
7	Being able to explain the pragmatic meaning in the context of the discourse, the context of the situation in a broader context of feminist theory	<ol style="list-style-type: none"> 1.The students can explain the notion of Confessional Discourse. 2.The students give examples of Confessional Discourse 3.The students explain the notion of Discourses of femininity & heterosexuality. 4.The students give examples of Discourses of femininity & heterosexuality 5.The students explain the notion of Discourse in conflict. 6.The students give examples of Discourse in conflict. 	<p>Kriteria:</p> <ol style="list-style-type: none"> 1.Written task (1-100) 2.Answering questions (1-5) 3.Group discussion (1-5) <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	Lecturing Jigsaw Discussion	Lecturing Individual Assignment	<p>Materi: Feminist Theory and Discourse Theory</p> <p>Pustaka: <i>Mills, Sara. 1997. Discourse. New York: Routledge.</i></p>	5%

8	Being able to apply the understanding of concepts Pragmatics and Sociolinguistics and relate them with the idea of Feminist Discourse	<ol style="list-style-type: none"> 1.1. The students can describe the concepts of Pragmatics and relate it with Feminist Discourse in a given context. 2.2. The students can describe the concepts of Sociolinguistics and relate it with Feminist Discourse in a given context 	Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	Text Analysis Questions and Answers (Midtest) 2x50	<ol style="list-style-type: none"> 1. Explain the data 2. Present the data using the chosen approach for Feminist Discourse 		0%
9	Being able to explain the meaning of Colonial & Post Colonial Discourse Theory and the notion 'topic', sentential topic, Discourse topic, Relevance and speaking topically, Speaker's topic, boundary markers Topic	<ol style="list-style-type: none"> 1.The students can explain the meaning of 'othering' in the discourse and show examples. 2.The students can explain the meaning of 'challenging othering' in discourse and show examples. 3.. The students can explain the meaning of 'Psychoanalysis & Discourse Theory' in discourse and show examples. 	Kriteria: <ol style="list-style-type: none"> 1.Written task (1-100) 2.Answering questions (1-5) 3.Group Discussion (1-5) Bentuk Penilaian : Aktifitas Partisipasif	Lecturing Jigsaw Discussion 2x50	Lecturing Individual Assignment	Materi: Colonial & Post Colonial Discourse Theory Pustaka: 5. Mills, Sara. 1997. <i>Discourse</i> . New York: Routledge.	5%
10	Being able to explain the meaning of Colonial & Post Colonial Discourse Theory and the notion 'topic', sentential topic, Discourse topic, Relevance and speaking topically, Speaker's topic, boundary markers Topic	<ol style="list-style-type: none"> 1.The students can explain the meaning of 'othering' in the discourse and show examples. 2.The students can explain the meaning of 'challenging othering' in discourse and show examples. 3.. The students can explain the meaning of 'Psychoanalysis & Discourse Theory' in discourse and show examples. 	Kriteria: <ol style="list-style-type: none"> 1.Written task (1-100) 2.Answering questions (1-5) 3.Group Discussion (1-5) Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	Lecturing Jigsaw Discussion 2x50	Lecturing Individual Assignment	Materi: Colonial & Post Colonial Discourse Theory Pustaka: 5. Mills, Sara. 1997. <i>Discourse</i> . New York: Routledge.	5%

11	Being able to explain the meaning of Repetition in intertextuality, Creating identity in interactio, Intertextuality and power, Repetition andconstructed dialogue in the intertextuality discourse	<ol style="list-style-type: none"> The students can explain the meaning of 'Repetition in intertextuality' in the discourse and show examples. The students can explain the meaning of 'Creating identity in interaction' in discourse and show examples. The students can explain the meaning of ' Intertextuality and power'in discourse and show examples. The students can explain the meaning of ' Repetition and constructed dialogue' in discourse and show examples. 	<p>Kriteria:</p> <ol style="list-style-type: none"> Written task (1-100) Answering questions (1-5) Group Discussion (1-5) <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	Lecturing Jigsaw Discussion 2x50	Lecturing Individual Assignment	<p>Materi: Intertextuality</p> <p>Pustaka: 6. <i>Tannen, Deborah. 2007. Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse. UK: University Press Cambridge</i></p>	5%
12	Being able to explain the meaning of the description of the context of Repetition in Conversation in a poetics talk	<ol style="list-style-type: none"> The students can explain the theoretical implications of repetition The students can explain the repetition in discourse The students can explain the functions of repetition in conversation The students can explain the repetition and variation in conversation 	<p>Kriteria:</p> <ol style="list-style-type: none"> Written task (1-100) Answering questions (1-5) Group Discussion (1-5) <p>Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio</p>	Lecturing Jigsaw Discussion 2x50	Lecturing Individual Assignment	<p>Materi: Repetition in conversation: towards poetics talk</p> <p>Pustaka: 6. <i>Tannen, Deborah. 2007. Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse. UK: University Press Cambridge</i></p>	5%
13	Being able to explain the Imagination world which is established through imagery and detail	<ol style="list-style-type: none"> The students can explain the reported speech in a dialogue The students can explain the dialogue in storytelling The students can explain the reported criticism in conversation The students can explain the reported speech in a constructed dialogue 	<p>Kriteria:</p> <ol style="list-style-type: none"> Written task (1-100) Answering questions (1-5) Group discussion (1-5) <p>Bentuk Penilaian : Penilaian Portofolio</p>	Lecturing Jigsaw Discussion 2x50	Lecturing Individual Assignment	<p>Materi: Talking Voice that is so sweet: construction dialogue in a conversation</p> <p>Pustaka: 6. <i>Tannen, Deborah. 2007. Talking Voices: Repetition, Dialogue, and Imagery in Conversational Discourse. UK: University Press Cambridge</i></p>	5%

14	Being able to explain the meaning of Critical Discourse Analysis, How to do critical discourse analysis, and Getting a sense of how CDA works	<ol style="list-style-type: none"> The students can explain the meaning of 'Critical Discourse Analysis' in the discourse and show examples. The students can explain How to do critical discourse analysis and show examples. The students can explain how to getting a sense of how CDA works and show examples 	Kriteria: <ol style="list-style-type: none"> Written task (1-100) Answering questions (1-5) Group discussion (1-5) Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	Lecturing Jigsaw Discussion 2x50	Lecturing Individual Assignment	Materi: Critical Discourse Analysis Pustaka: 4. <i>Locke, Terry.2004. Critical Discourse Analysis. London. New York. Continuum</i>	10%
15	Being able to explain the CDA activities that focus on social practice on the text and on the discourse and practice of how placement in theory and conversation.	<ol style="list-style-type: none"> The students can explain the focus of the CDA on social practice and show examples The students can explain the focus of the CDA in the text and show examples. The students can explain the placement of theory and practice in conversation and CDA and show examples 	Kriteria: <ol style="list-style-type: none"> Written task (1-100) Answering questions (1-5) Group discussion (1-5) Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Portofolio	Lecturing Jigsaw Discussion 2x50	Lecturing Individual Assignment	Materi: Analysing: a Print Text and Oral Text Pustaka: 4. <i>Locke, Terry.2004. Critical Discourse Analysis. London. New York. Continuum</i>	10%
16	Being able to apply the understanding of concepts Othering in The Idea of Colonial and Post-Colonial Discourse	<ol style="list-style-type: none"> 1.1. The students can describe the concepts of Othering in Colonial and Post-Colonial Discourse in a given context 2.2. The students can construct the analysis of CDA using the concept of Othering in Colonial and Post-Colonial Discourse in a given context. 	Bentuk Penilaian : Penilaian Portofolio	Text Analysis Questions and Answers 2x50	Explain the data Present the data using the chosen theory	Materi: English Movie or Novel Pustaka: 4. <i>Locke, Terry.2004. Critical Discourse Analysis. London. New York. Continuum</i>	0%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	75%
2.	Penilaian Portofolio	25%
		100%

Catatan

- 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.
- 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.
- 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.
- 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.
- 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 15 Oktober 2024

Koordinator Program Studi S1
Sastra Inggris (Kampus
Kabupaten Magetan)

UPM Program Studi S1 Sastra
Inggris (Kampus Kabupaten
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File PDF ini digenerate pada tanggal 30 Januari 2025 Jam 04:30 menggunakan aplikasi RPS-OBE SiDia Unesa