



**Universitas Negeri Surabaya  
Fakultas Bahasa dan Seni  
Program Studi S1 Sastra Inggris**

Kode Dokumen

## RENCANA PEMBELAJARAN SEMESTER

<b>MATA KULIAH (MK)</b>	<b>KODE</b>	<b>Rumpun MK</b>	<b>BOBOT (sks)</b>	<b>SEMESTER</b>	<b>Tgl Penyusunan</b>																																																																																																					
Discourse and Multimodality	7920203286	Mata Kuliah Wajib Program Studi	T=3 P=0 ECTS=4.77	5	1 September 2023																																																																																																					
<b>OTORISASI</b>	<b>Pengembang RPS</b>		<b>Koordinator RMK</b>		<b>Koordinator Program Studi</b>																																																																																																					
	Prof. Slamet Setiawan, M.A, Ph.D		Cicilia Deandra Putri, S.S, M.A		Dr. Ali Mustofa, S.S., M.Pd.																																																																																																					
<b>Model Pembelajaran</b>	Case Study																																																																																																									
<b>Capaian Pembelajaran (CP)</b>	<b>CPL-PRODI yang dibebankan pada MK</b>																																																																																																									
	<b>Capaian Pembelajaran Mata Kuliah (CPMK)</b>																																																																																																									
	<b>CPMK - 1</b>	Being able to develop ability to analyze and deconstruct discourse about development of power structures and ideology underpinned																																																																																																								
	<b>CPMK - 2</b>	Being able to develop critical awareness how sustainability represented in various media and genres																																																																																																								
	<b>CPMK - 3</b>	Being able to explore how discourse of environmental and social justice understanding the role of language																																																																																																								
	<b>CPMK - 4</b>	Being able critically reflect on the ethnical dimension of discourse and represent the context consider the issues																																																																																																								
	<b>Matrik CPL - CPMK</b>																																																																																																									
	<table border="1" style="margin: auto;"> <tr><td>CPMK</td></tr> <tr><td>CPMK-1</td></tr> <tr><td>CPMK-2</td></tr> <tr><td>CPMK-3</td></tr> <tr><td>CPMK-4</td></tr> </table>	CPMK	CPMK-1	CPMK-2	CPMK-3	CPMK-4																																																																																																				
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<b>Deskripsi Singkat MK</b>	<p>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.</p>																																																																																																									
<b>Pustaka</b>	<b>Utama :</b>																																																																																																									

1. Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press
2. 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
3. Kress, G., & van Leeuwen, T. 2006. Reading images: The grammar of visual design . London: Routledge.
4. Gee, J. P. 1990. Social linguistics and literacies: Ideology in discourses . Hampshire: The Falmer Press.
5. Goodman, S and Graddol, D. 1996. Redesigning English: New texts, new identities . London and New York: The Open University and Routledge.
6. Kress, G., Jewitt, C., Bourne, J., Franks, A., Hardcastle, J., Jones, K., and Reid, E. 2005. English in urban classrooms: A multimodal perspective on teaching and learning. New York: RoutledgeFalmer.
7. Bateman, J. A. 2008. Multimodality and genre: A foundation for the systematic analysis of multimodal documents. Hampshire: Palgrave Macmillan.
8. Schiffrin.1994. Approaches to Discourse . UK: Blackwell.
9. Miller, Tom.2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency.

**Pendukung :**

1. Journals

**Dosen Pengampu** Prof. Slamet Setiawan, M.A., Ph.D.  
Laily Maulida Septiana Harti, S.S., M.AppLing.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuan 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 recognize strategies such as problematization, legitimization, and argumentation	1.To separate the analysis of discourse analysis data analysis and analysis of critical discourse analysis 2.To breakdown the analysis of discourse analysis and critical discourse analysis into some important points from the article	<b>Kriteria:</b> Make argumentative opinion about critical discourse aspect  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Praktik / Unjuk Kerja	Lecturing, small group discussion, cooperative learning 3 X 50	Lecturing, small group discussion, cooperative learning 3 X 50	<b>Materi:</b> Introduction about discourse and multimodality <b>Pustaka:</b> <i>Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press</i>	5%
2	Being able recognize strategies such as problematization, legitimization, and argumentation	1.To separate the analysis of discourse analysis data analysis and analysis of critical discourse analysis 2.To breakdown the analysis of discourse analysis and critical discourse analysis into some important points from the article	<b>Kriteria:</b> Make argumentative opinion about critical discourse aspect  <b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Praktik / Unjuk Kerja	Individual work Discussion 3 X 50	Individual work Discussion 3 X 50	<b>Materi:</b> Introduction about discourse and multimodality <b>Pustaka:</b> <i>Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press</i>	5%

3	Being able gain proficiency in interpret and create multimodal texts	<ol style="list-style-type: none"> <li>1.To describe the relationship between pragmatic and follow said.</li> <li>2.To explain the pragmatic sense.</li> <li>3.To explain discourse analysis in terms of the pragmatic side.</li> <li>4.To give examples of discourse analysis study which investigated from the pragmatic side.</li> <li>5.To explain the sense of the theory of speech acts.</li> <li>6.To explain discourse analysis with a discussion of material acts said.</li> <li>7.To give examples of discourse analysis study which has the object of discussion follow said</li> </ol>	<p><b>Kriteria:</b> Explain about discourse and multimodality in various genre</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Lecturing, small group discussion, problem based learning & inquiry 3 X 50	Lecturing, small group discussion, problem based learning & inquiry 3 X 50	<p><b>Materi:</b> Discourse in any context</p> <p><b>Pustaka:</b> <i>Bateman, J. A. 2008. Multimodality and genre: A foundation for the systematic analysis of multimodal documents. Hampshire: Palgrave Macmillan.</i></p>	4%
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4	Being able gain proficiency in interpret and create multimodal texts	<ol style="list-style-type: none"> <li>1.To describe the relationship between pragmatic and follow said.</li> <li>2.To explain the pragmatic sense.</li> <li>3.To explain discourse analysis in terms of the pragmatic side.</li> <li>4.To give examples of discourse analysis study which investigated from the pragmatic side.</li> <li>5.To explain the sense of the theory of speech acts.</li> <li>6.To explain discourse analysis with a discussion of material acts said.</li> <li>7.To give examples of discourse analysis study which has the object of discussion follow said</li> </ol>	<p><b>Kriteria:</b> Explain about discourse and multimodality in various genre</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Lecturing, small group discussion, problem based learning & inquiry 3 X 50	Lecturing, small group discussion, problem based learning & inquiry 3 X 50	<p><b>Materi:</b> Discourse in any context</p> <p><b>Pustaka:</b> <i>Bateman, J. A. 2008. Multimodality and genre: A foundation for the systematic analysis of multimodal documents. Hampshire: Palgrave Macmillan.</i></p>	4%
5	Being able to Critically evaluate how different modes contribution to construction meaning	Could evaluate critically about how to construct text into various genre media	<p><b>Kriteria:</b> Write key-point about how to critically evaluate and construct text</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Lecturing, small group discussion 3 X 50	Lecturing, small group discussion 3 X 50	<p><b>Materi:</b> Discourse analysis aspect</p> <p><b>Pustaka:</b> <i>Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press</i></p>	2%
6	Being able to explore representation paradigm about feminist and heterosexuality	To explain the pragmatic meaning in the context of the discourse, the context of the situation in a broader context of feminist theory	<p><b>Kriteria:</b> Discuss and explain about feminist theory in various context</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Lecturing, small group discussion, case study 3 X 50	Lecturing, small group discussion, case study 3 X 50	<p><b>Materi:</b> Feminist and heterosexuality texts in various aspect</p> <p><b>Pustaka:</b> <i>Gee, J. P. 1990. Social linguistics and literacies: Ideology in discourses . Hampshire: The Falmer Press.</i></p>	5%

7	Being able to identify and analyze rhetorical devices and persuasive techniques appeals to emotion credibility, and logic	Explain the meaning of Repetition in intertextuality, Creating an identity in interaction, Intertextuality, and power, repetition and constructed dialogue in the intertextuality discourse	<p><b>Kriteria:</b> Write short paragraph about repetition of intersexuality to construct dialogue</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Lecturing, small group discussion, problem based learning. 3 X 50		<p><b>Materi:</b> Approaches into discourse</p> <p><b>Pustaka:</b> <i>Schiffrin. 1994. Approaches to Discourse . UK: Blackwell.</i></p>	5%
8	Mid-Term Test	Able to review authentic text to find discourse in feminist and intersexuality	<p><b>Kriteria:</b> Write essay about discourse and multimodality about feminist and intersexuality</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Penilaian Portofolio, Praktik / Unjuk Kerja, Tes</p>	Written test Individual work 3 X 50	Written test Individual work 3 X 50	<p><b>Materi:</b> Mid-Term Test</p> <p><b>Pustaka:</b> <i>Miller, Tom. 2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency.</i></p>	10%
9	Being able to practice and make persuasive messages that communicative	Understand multimodality and how to connected into various aspect	<p><b>Kriteria:</b> Analyze the text</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Group discussion Lecturing 3 X 50	Group discussion Lecturing 3 X 50	<p><b>Materi:</b> Multimodality in any context</p> <p><b>Pustaka:</b> <i>Brown, Gillian and Yule, George. 1983. Discourse Analysis . USA: Cambridge University Press</i></p>	3%
10	Being able to examine the ways which marginalized communities are represented	Interplay between various text and try to approach between language and visuals	<p><b>Kriteria:</b> Analyze various text</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Group discussion Lecturing 3 X 50	Group discussion Lecturing 3 X 50	<p><b>Materi:</b> Multimodality interplay between language and visuals</p> <p><b>Pustaka:</b> <i>Miller, Tom. 2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency.</i></p>	5%
11	Being able to develop effective communication strategies for convey messages to diverse audiences	explain the approaches and strategies of multimodality in various genres	<p><b>Kriteria:</b> analyze the approaches in discourse and multimodality</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Peer-work Discussion 3 X 50	Peer-work Discussion 3 X 50	<p><b>Materi:</b> Multimodality in various genre and approaches</p> <p><b>Pustaka:</b> <i>Goodman, S and Graddol, D. 1996. Redesigning English: New texts, new identities . London and New York: The Open University and Routledge.</i></p>	2%

12	Being able to design and implement communication campaign promote awareness and action	Employ communication that relate to discourse and multimodality in any context	<p><b>Kriteria:</b> Could explain and manage way to approaches communication in discourse and multimodality</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif, Praktik / Unjuk Kerja</p>	Group discussion Lecturing 3 X 50	Group discussion Lecturing 3 X 50	<p><b>Materi:</b> Functional approaches to communicate discourse and multimodality in various genre</p> <p><b>Pustaka:</b> <i>Miller, Tom.2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency.</i></p>	5%
13	Being able to appreciate the interdisciplinary diverse perspective and communication	Communicate about interdisciplinary diverse communication between discourse and multimodality	<p><b>Kriteria:</b> explain and communicate discourse and multimodality in various media</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Peer work Discussion 3 X 50	Peer work Discussion 3 X 50	<p><b>Materi:</b> Discourse and Multimodality in various genre to communicate</p> <p><b>Pustaka:</b> <i>Journals</i></p>	5%
14	Being able to recognize the global dimension of discourse and multimodality	Linked and recognize between discourse and multimodality towards global dimension	<p><b>Kriteria:</b> Arrange paragraph to linked between discourse and multimodality in global dimension</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Peer work Discussion 3 X 50	Peer work Discussion 3 X 50	<p><b>Materi:</b> Discourse and Multimodality in Global Dimension</p> <p><b>Pustaka:</b> <i>Kress, G., &amp; van Leeuwen, T. 2006. Reading images: The grammar of visual design . London: Routledge.</i></p>	5%
15	General Review	Review all material that has been explained before	<p><b>Kriteria:</b> Explain and make key-point about the idea from all previous material</p> <p><b>Bentuk Penilaian :</b> Aktifitas Partisipasif</p>	Discussion Lecturing 3 X 50	Discussion Lecturing 3 X 50	<p><b>Materi:</b> General review</p> <p><b>Pustaka:</b> <i>Kress, G., &amp; van Leeuwen, T. 2006. Reading images: The grammar of visual design . London: Routledge.</i></p>	5%
16	Final Exams	Find articles and try to approach the text in discourse and multimodality theory	<p><b>Kriteria:</b> Make an essay</p> <p><b>Bentuk Penilaian :</b> Penilaian Praktikum</p>	Individual work 3 X 50	Individual work 3 X 50	<p><b>Materi:</b> Final Exams</p> <p><b>Pustaka:</b> <i>Journals</i></p>	30%

#### Rekap Persentase Evaluasi : Case Study

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	50%
2.	Penilaian Portofolio	2.5%
3.	Penilaian Praktikum	30%
4.	Praktik / Unjuk Kerja	15%
5.	Tes	2.5%
		100%

1. **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 studinya yang diperoleh melalui proses pembelajaran.
2. **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.
3. **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.
4. **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.
5. **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 6 Maret 2024

Koordinator Program Studi S1  
Sastra Inggris



Dr. Ali Mustofa, S.S., M.Pd.  
NIDN 0014067509

UPM Program Studi S1 Sastra  
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Uci Elly Kholidah, S.S., M.A.  
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