	Universitas Negeri Surabaya **Faculty of Social and Legal Sciences** **Communication Science Bachelor Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Semiotics		7020103076		T=3	P=0	ECTS=4.77	4	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix
	P.O
	PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Examining the basics of semiotics, language and individual behavior, theories of meaning, icons, signs, codes and symbols, denotation and connotation, as well as myths and metaphors using direct instruction and cooperative learning methods.

References	**Main :**

1. Deely, John. 1990. Basic of Semiotics . Bloomington: Indiana University Press.
2. Budiman, K. 2011. Semiotika Visual – Konsep, Isu, dan Problem Ikonisitas . Yogyakarta: Jalasutra.
3. Allen, G. 2003. Roland Barthes . London: Routledge

	Supporters:

Supporting lecturer	Tsuroyya, S.S., M.A. Putri Aisyiyah Rachma Dewi, S.Sos., M.Med.Kom.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students attend lectures according to the mutually agreed study contract	Students agree to a study contract	Criteria: -	3 X 50 agreement discussion lecture			0%

2	Understand the reasons, functions and objectives of studying semiotics	Explain the reasons why it is important to have knowledge about semiotics. Explain the history of semiotics. Explain the goals of semiotics	**Criteria:** The assessment sheet	Lectures and discussions 3 X 50			0%
3	Understand the use of semiotic theories	Introducing semiotic theories Explaining the semiotic triangle theory	**Criteria:** The assessment sheet	Lectures and discussions 3 X 50			0%
4	Understand the semiotic concept of CS Pierce	Students explain the semiotic concept of CS Pierce	**Criteria:** The assessment sheet	Lectures and discussions 3 X 50			0%
5	Understand the semiotic concept of Ferdinand de Saussure	Explains the semiotic concept of Ferdinand de Saussure	**Criteria:** The assessment sheet	Lectures and discussions 3 X 50			0%
6	Understand the semiotic concept of Ferdinand de Saussure	Explains the semiotic concept of Ferdinand de Saussure	**Criteria:** The assessment sheet	Lectures and discussions 3 X 50			0%
7	Understand the semiotic concept of Roland Barthes	Explaining Roland Barthes' concept	**Criteria:** The assessment sheet	Lectures and discussions 3 X 50			0%
8	Understand meeting material 1-7	Explain the material for meetings 1-7	**Criteria:** The assessment sheet	3 X 50 test			0%
9	Understand the semiotic concept of Baudrillad	Explain Baudrilla's semiotic concept	**Criteria:** The assessment sheet	3 X 50 student lectures and presentations			0%
10	Understand the semiotic concept of Jacques Derrida	Explains the semiotic concept of Jaques Derrida	**Criteria:** The assessment sheet	Student presentations and discussions 3 X 50			0%
11	Understand the concept of Umberto	Explaining Umberto's semiotic concept	**Criteria:** The assessment sheet	Presentation and discussion 3 X 50			0%
12	Understand language and individual language behavior	Identifying individual language and language behavior	**Criteria:** The assessment sheet	Presentation and discussion 3 X 50			0%
13	Understanding icons and signs	Identify icons and signs	**Criteria:** The assessment sheet	Presentation and discussion 3 X 50			0%
14	Understand denotation and connotation	Explain denotation and connotation	**Criteria:** The assessment sheet	Presentation and discussion 3 X 50			0%
15	Understand myths and metaphors	Explain myths and metaphors	**Criteria:** The assessment sheet	Presentation and discussion 3 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.