



**Universitas Negeri Surabaya
Faculty of Languages and Arts
English Literature Undergraduate Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Discourse and Multimodality	7920203286	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	5	September 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Prof. Slamet Setiawan, M.A, Ph.D		Cicilia Deandra Putri, S.S, M.A			Dr. Ali Mustofa, S.S., M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																																			
	PLO-5	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement																																																																																																																		
	PLO-8	Being able to produce adequate translation and interpretation of both spoken and written texts from English to Indonesian and vice versa																																																																																																																		
	PLO-10	Being able to apply concepts and theories of foundational English Linguistics to respond to a variety of language phenomena.																																																																																																																		
	Program Objectives (PO)																																																																																																																			
	PO - 1	Being able to develop the ability to analyze and deconstruct discourse about the development of power structures and underpinned ideologies																																																																																																																		
	PO - 2	Being able to develop critical awareness of how sustainability is represented in various media and genres																																																																																																																		
	PO - 3	Being able to explore how discourse of environmental and social justice understands the role of language																																																																																																																		
	PO - 4	Being able to critically reflect on the ethnical dimension of discourse and represent the context considering the issues																																																																																																																		
	PLO-PO Matrix																																																																																																																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-5</th> <th>PLO-8</th> <th>PLO-10</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			P.O	PLO-5	PLO-8	PLO-10	PO-1				PO-2				PO-3				PO-4																																																																																															
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																				
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Short Course Description	This course is concerned with the study of human communication from a social-semiotic perspective. It includes context-related patterns of communication in language and other semiotic systems (such as gesture, image, and layout) and the ways in which such patterns occur across semiotic systems which are regularly related. The teaching-learning activities are conducted through presentation, discussion, question-answer, and assignment, which deal with a number of practical applications.
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References	Main :
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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.

Supporters:

1. Journals

Supporting lecturer Prof. Slamet Setiawan, M.A., Ph.D.
Laily Maulida Septiana Harti, S.S., M.AppLing.

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	Being able to recognize strategies such as problematization, legitimization, and argumentation	<ol style="list-style-type: none"> 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 	<p>Criteria: Make argumentative opinions about critical discourse aspects</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Lecturing, small group discussions, cooperative learning 3 X 50	Lecturing, small group discussions, cooperative learning 3 X 50	<p>Material: Introduction about discourse and multimodality</p> <p>References: <i>Brown, Gillian and Yule, George. 1983. Discourse Analysis. USA: Cambridge University Press</i></p>	5%
2	Being able to recognize strategies such as problematization, legitimization, and argumentation	<ol style="list-style-type: none"> 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 	<p>Criteria: Make argumentative opinions about critical discourse aspects</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Individual work Discussion 3 X 50	Individual work Discussion 3 X 50	<p>Material: Introduction about discourse and multimodality</p> <p>References: <i>Brown, Gillian and Yule, George. 1983. Discourse Analysis. USA: Cambridge University Press</i></p>	5%

3	Be able to gain proficiency in interpreting and creating multimodal texts	<ol style="list-style-type: none"> 1.To describe the relationship between pragmatics and follow said. 2.To explain the pragmatic sense. 3.To explain discourse analysis in terms of the pragmatic side. 4.To give examples of discourse analysis studies which were investigated from the pragmatic side. 5.To explain the sense of the theory of speech acts. 6.To explain discourse analysis with a discussion of material acts said. 7.To give examples of discourse analysis study which has the object of discussion follow said 	<p>Criteria: Explain about discourse and multimodality in various genres</p> <p>Form of Assessment : Participatory Activities</p>	Lecturing, small group discussions, problem based learning & inquiry 3 X 50	Lecturing, small group discussions, problem based learning & inquiry 3 X 50	<p>Material: Discourse in any context</p> <p>References: <i>Bateman, JA 2008.</i> <i>Multimodality and genre: A foundation for the systematic analysis of multimodal documents.</i> <i>Hampshire: Palgrave Macmillan.</i></p>	4%
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4	Be able to gain proficiency in interpreting and creating multimodal texts	<ol style="list-style-type: none"> 1.To describe the relationship between pragmatics and follow said. 2.To explain the pragmatic sense. 3.To explain discourse analysis in terms of the pragmatic side. 4.To give examples of discourse analysis studies which were investigated from the pragmatic side. 5.To explain the sense of the theory of speech acts. 6.To explain discourse analysis with a discussion of material acts said. 7.To give examples of discourse analysis study which has the object of discussion follow said 	<p>Criteria: Explain about discourse and multimodality in various genres</p> <p>Form of Assessment : Participatory Activities</p>	Lecturing, small group discussions, problem based learning & inquiry 3 X 50	Lecturing, small group discussions, problem based learning & inquiry 3 X 50	<p>Material: Discourse in any context</p> <p>References: <i>Bateman, JA 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 contribute to construction meaning	Could evaluate critically about how to construct text into various media genres	<p>Criteria: Write key-points about how to critically evaluate and construct text</p> <p>Form of Assessment : Participatory Activities</p>	Lecturing, small group discussion 3 X 50	Lecturing, small group discussion 3 X 50	<p>Material: Discourse analysis aspect</p> <p>References: <i>Brown, Gillian and Yule, George. 1983. Discourse Analysis. USA: Cambridge University Press</i></p>	2%
6	Being able to explore representation paradigms about feminism 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>Criteria: Discuss and explain about feminist theory in various contexts</p> <p>Form of Assessment : Participatory Activities</p>	Lecturing, small group discussion, case study 3 X 50	Lecturing, small group discussion, case study 3 X 50	<p>Material: Feminist and heterosexuality texts in various aspects</p> <p>Reference: <i>Gee, JP 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	Criteria: Write a short paragraph about repetition of intersexuality to construct dialogue Form of Assessment : Participatory Activities, Practice/Performance	Lecturing, small group discussions, problem based learning. 3 X 50		Material: Approaches into discourse Reference: <i>Schiffrin.1994. Approaches to Discourse . UK: Blackwell.</i>	5%
8	Mid-Term Test	Able to review authentic text to find discourse in feminism and intersexuality	Criteria: Write an essay about discourse and multimodality about feminism and intersexuality Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests	Written test Individual work 3 X 50	Written test Individual work 3 X 50	Material: Mid-Term Test References: <i>Miller, Tom.2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency.</i>	10%
9	Being able to practice and make persuasive messages that are communicative	Understand multimodality and how to connect into various aspects	Criteria: Analyze the text Form of Assessment : Participatory Activities	Group discussion Lecturing 3 X 50	Group discussion Lecturing 3 X 50	Material: Multimodality in any context References: <i>Brown, Gillian and Yule, George. 1983. Discourse Analysis. USA: Cambridge University Press</i>	3%
10	Being able to examine the ways which marginalized communities are represented	Interplay between various texts and try to approach between language and visuals	Criteria: Analyze various texts Form of Assessment : Participatory Activities, Practice/Performance	Group discussion Lecturing 3 X 50	Group discussion Lecturing 3 X 50	Material: Multimodality interplay between language and visuals Reference: <i>Miller, Tom.2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency.</i>	5%
11	Being able to develop effective communication strategies to convey messages to diverse audiences	explain the approaches and strategies of multimodality in various genres	Criteria: analyze the approaches in discourse and multimodality Form of Assessment : Participatory Activities	Peer-work Discussion 3 X 50	Peer-work Discussion 3 X 50	Material: Multimodality in various genres and approaches References: <i>Goodman, S and Graddol, D. 1996. Redesigning English: New texts, new identities. London and New York: The Open University and Routledge.</i>	2%

12	Being able to design and implement communication campaigns promote awareness and action	Employ communication that relates to discourse and multimodality in any context	Criteria: Could explain and manage ways to approaches communication in discourse and multimodality Form of Assessment : Participatory Activities, Practice/Performance	Group discussion Lecturing 3 X 50	Group discussion Lecturing 3 X 50	Material: Functional approaches to communicate discourse and multimodality in various genres Reference: <i>Miller, Tom.2005. Functional Approaches to Written Text: Classroom Applications. United States Information Agency.</i>	5%
13	Being able to appreciate the interdisciplinary diverse perspective and communication	Communicate about interdisciplinary diverse communication between discourse and multimodality	Criteria: explain and communicate discourse and multimodality in various media Form of Assessment : Participatory Activities	Peer work discussion 3 X 50	Peer work discussion 3 X 50	Material: Discourse and Multimodality in various genres to communicate Library: <i>Journals</i>	5%
14	Being able to recognize the global dimension of discourse and multimodality	Linked and recognize between discourse and multimodality towards global dimension	Criteria: Arrange paragraphs to link between discourse and multimodality in global dimension Form of Assessment : Participatory Activities	Peer work discussion 3 X 50	Peer work discussion 3 X 50	Material: Discourse and Multimodality in Global Dimension References: <i>Kress, G., & van Leeuwen, T. 2006. Reading images: The grammar of visual design. London: Routledge.</i>	5%
15	General Review	Review all material that has been explained before	Criteria: Explain and make key-points about the idea from all previous material Form of Assessment : Participatory Activities	Lecturing Discussion 3 X 50	Lecturing Discussion 3 X 50	Material: General review Bibliography: <i>Kress, G., & van Leeuwen, T. 2006. Reading images: The grammar of visual design. London: Routledge.</i>	5%
16	Final Exams	Find articles and try to approach the text in discourse and multimodality theory	Criteria: Make an essay Form of Assessment : Practical Assessment	Individual work 3 X 50	Individual work 3 X 50	Material: Final Exams Library: <i>Journals</i>	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	2.5%
3.	Practical Assessment	30%
4.	Practice / Performance	15%
5.	Test	2.5%
		100%

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.