

<b>Module/Course Title: Social Semiotics</b>					
<b>Module/ course code (if used)</b>	<b>Student workload</b>	<b>Credits (ECTS) 3</b>	<b>Semester</b>	<b>Frequency</b>	<b>Duration</b>
62033	8,5 hours per week	CU x 1,32 = 3,96 ECTS	5th	3 CU x 14 = 42	16 meetings (14 meetings for face to face + 2 exams)
<b>1</b>	<b>Types of courses</b> a) coursework b) elective	<b>Contact hours</b> 3 CU x 170 minutes = 510 = 8,5 hours per week	<b>Independent study</b> 3 CU x 60 minutes = 180 minutes = 3 hours	<b>Class size</b> 30 students	
<b>2</b>	<b>Prerequisites for participation (if applicable)</b> Students must enroll in Semiotics class.				
<b>3</b>	<p><b>Learning outcomes:</b></p> <p>This course generally focuses on helping students to comprehend the concept and the application of signifying practices. As a study of signs with various manifestations, this course introduces students to the concept of sign and signification, from its early conception by some important figures such as Ferdinand de Saussure and Charles S. Peirce, to the later development by Roland Barthes and his contemporaries. Students will learn various uses of signs, <i>i.e.</i> how signs work and how signs are meaningful in various contexts. Students will be equipped with skills to analyze various signification systems which are manifested in many forms including advertisements, pictures/paintings, films, culinary products, fashion styles of clothing or various other social and cultural phenomena.</p> <p><b>Programme Learning Outcomes:</b></p> <p><b>PLO 1</b> Graduates are expected to be able to play a role as creative industry players by using competence in the fields of language, literature and culture to produce innovative and competitive works.</p> <p><b>PLO 2</b> Graduates are expected to be able to act as research assistants, namely young scholars who have critical thinking to solve problems faced in society.</p> <p><b>PLO 3</b> Graduates are expected to be able to play a role as academicians, namely activists in the world of education who have intellectuality and professionalism.</p> <p><b>Intended Learning Outcomes:</b></p> <p><b>ILO 1</b> Students are able to show responsibilities in performing academic activities based on religious values, morals, and ethics</p> <p><b>ILO 2</b> Students are able to uphold entrepreneurship values in cooperating with the society and environment</p> <p><b>ILO 3</b> Students are able to demonstrate language skills by using proper English</p> <p><b>ILO 4</b> Students are able to analyse the development of linguistic, literary and cultural phenomena in the global and digital era</p> <p><b>ILO 5</b> Students are able to elaborate their ideas in both spoken and written forms in English within academic and non-academic contexts</p> <p><b>ILO 6</b> Students are able to use media and technology into their learning and research activities</p>				

	<p><b>ILO 7</b> Students are able to analyse various scientific texts in the fields of language, literature and culture in English</p> <p><b>Course Learning Outcomes:</b></p> <p><b>CLO 1</b> Students are able to identify the theory/concept of signification</p> <p><b>CLO 2</b> Students are able to apply the theory/concept of signification in daily life</p> <p>*Students are required to do group presentation</p>
4	<p><b>Subject aims/Content</b></p> <ol style="list-style-type: none"> <li>1. <b>Week 1: Teaching and Learning Agreement &amp; Introduction to Semiotics (Historicity of semiotics)</b> Students are able to identify the scope of learning semiotics (the development of semiotics)</li> <li>2. <b>Week 2: Referentiality, Modality dan Reality</b> Students are able to identify the philosophical conception of the relationship between labels (names, signs) and things (things) in semiotics.</li> <li>3. <b>Week 3: Dyadic System of Sign &amp; Some related concepts: arbitrariness, signifier and signified, signification</b> Students are able to identify the terminology and some signification concepts of Saussurean semiotics.</li> <li>4. <b>Week 4: Dyadic System of Sign &amp; Some related concepts: arbitrariness, signifier and signified, signification (QUIZ on signification concepts of Saussurean semiotics)</b> Students are able to identify signification process in a Saussurean perspective</li> <li>5. <b>Week 5: Triadic System of Sign &amp; Some related concepts: relativity, representament-interpretant- object, modes of sign</b> Students are able to identify the terminology and some signification concepts of Peircean semiotics.</li> <li>6. <b>Week 6: Triadic System of Sign &amp; Some related concepts: elativity, representament-interpretant- object, modes of sign (QUIZ on signification concepts of Peircean semiotics)</b> Students are able to identify signification process in a Peircean perspective.</li> <li>7. <b>Week 7: Dyadic dan Triadic System of Sign</b> Students are able to identify signification process in Saussurean and Peircean perspective.</li> <li>8. <b>Week 8: Midterm test (Project Work)</b> Students are able to identify signification process in Saussurean and Peircean perspective.</li> <li>9. <b>Week 9: Analysing Structure &amp; Syntagmatic axes</b> Students are able to identify the theory of sign in Saussurean and Peircean perspectives (in a detail and comprehensive way).</li> <li>10. <b>Week 10: Analysing Structure &amp; Paradigmatic axes</b> Students are able to identify the theory of sign in Saussurean and Peircean perspectives (in a detail and comprehensive way).</li> <li>11. <b>Week 11: Definition &amp; Types of Code</b></li> </ol>

	<p>Students are able to identify the definition &amp; types of code in semiotics perspective.</p> <p><b>12. Week 12: Myth and Narrative</b> Students are able to understand the concept of myth from Danessi</p> <p><b>13. Week 13: Barthesian Mythologies</b> Students are able to identify the concept of Barthesian mythologies.</p> <p><b>14. Week 14: Barthesian Mythologies * (QUIZ on the concept of Mythologies)</b> Students are able to identify the concept of Barthesian mythologies.</p> <p><b>15. Week 15: Barthesian Mythologies</b> Students are able to identify signification process in Barthesian perspective.</p> <p><b>16. Week 16: Final test (Project Work)</b> Students are able to identify signification process in Barthesian perspective.</p>
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<b>5</b>	<p><b>Teaching methods</b></p> <p>lectures, discussions, case studies (individual and group work), project work (group work)</p>
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<b>6</b>	<p><b>Assessment methods</b></p> <p>1. Class Participation In order to maximize the learning opportunities in this course, students are not only required to be present for all class sessions, having completed all necessary readings, but they are also expected to interact with peers and the topics as directed in class discussions and activities.</p> <p>2. Oral Presentation Students will be asked to give a presentation, approximately 15 minutes in length, on a discourse topic of their choice. In addition to summarizing current thinking on the topic, students should underline how their chosen topic fits into the overall scope of the course and highlight key theoretical implications and practical applications.</p> <p>3. Quiz Students are expected to do the quiz twice, in the 4<sup>th</sup>, 6<sup>th</sup>, and 14<sup>th</sup> meetings. Feedback on answers will be available on the online learning platform, and the feedback will be discussed in the following meeting if necessary.</p> <p>4. Project work (paper) The papers are the analyses of chosen signs with theoretical arguments drawn from the academic readings.</p> <p><b>Assessment Summary:</b></p>
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Assessment Task	Task Type	Due	Percentage
Class participation	Individual	Through the semester	10%
Quiz	Individual	Meeting: 4,6,14	20%
Presentation	Group	Through the semester	15%
Mid-term Examination	Individual	Meeting 8	25%
Final Paper	Individual	Meeting 16	30%

	<b>TOTAL</b>	<b>100%</b>
	Note that attendance at lectures is compulsory and that 10% will be awarded for attendance and participation in lectures.	
<b>7</b>	<b>This module/course is used in the following study programme/s as well</b> -	
<b>8</b>	<b>Module Coordinator</b>  M. Andhy Nurmansyah, M.Hum.	
<b>9</b>	<b>Resources</b> <ul style="list-style-type: none"> <li>● Chandler, Daniel (2007) <i>Semiotics: The Basics</i> (2nd edn). London: Routledge.</li> <li>● Danesi, M. (2004). <i>Messages, signs, and meanings: A basic textbook in semiotics and communication</i>. Toronto: Canadian Scholars' Press.</li> <li>● Noth, Winfried (1995). <i>Handbook of Semiotics</i>. Bloomington: Indian University Press.</li> </ul>	