

	Universitas Negeri Surabaya S1 Sastra Inggris										Kode Dokumen																																																																																			
RENCANA PEMBELAJARAN SEMESTER																																																																																														
MATA KULIAH (MK)		KODE		Rumpun MK		BOBOT (sks)			SEMESTER		Tgl Penyusunan																																																																																			
Discourse and Multimodality		7920203286				3					3 September 2026																																																																																			
OTORISASI		Pengembang RPS			Koordinator RMK			Koordinator Program Studi																																																																																						
					Cicilia Deandra Putri, S.S, M.A			ALI MUSTOFA																																																																																						
Deskripsi Singkat MK	This integrated course aims to equip students with a critical and comprehensive understanding of how language, visual design, audio, and digital modes interact to construct meaning, shape social interactions, and influence socio-cultural contexts. The curriculum covers core theoretical and analytical frameworks, including Discourse Analysis (DA), Critical Discourse Analysis (CDA), Conversation Analysis, and Multimodal Discourse Analysis (MDA). Students will explore how diverse semiotic resources operate across digital media, advertising, educational settings, and public discourse, with a strong focus on analyzing critical societal issues. The course is delivered using project-based learning anchored by real-world case studies, fostering a collaborative environment where students actively apply discourse and multimodal frameworks to real-world datasets and digital texts. Aligned with the Sustainable Development Goals, the course explicitly embeds issues related to SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 7 (Affordable and Clean Energy), SDG 13 (Climate Action), and SDG 16 (Peace, Justice, and Strong Institutions) to examine how power, bias, and sustainability are discursively framed across global contexts. Student learning is evaluated through critical and reflective assessment methods, including reflective analytical journals, critical discourse and multimodal text critiques, and a multi-stage real-world analysis project. Preliminary tests serve as foundational check-ins before students execute their final reflective projects. By the end of the course, students will possess advanced critical thinking and analytical skills to critique and design multimodal communication across academic, professional, and societal domains.																																																																																													
Capaian Pembelajaran (CP)	CPL-PRODI yang dibebankan pada MK																																																																																													
	CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																																																																																												
	CPL-5	Mampu mengaplikasikan konsep dan teori Linguistik dasar dalam Bahasa Inggris untuk merespons beragam fenomena bahasa																																																																																												
	CPL-9	Mampu memahami dan menerapkan metode penelitian dasar dalam bidang bahasa/sastra, termasuk rancangan penelitian, analisis data, dan interpretasi.																																																																																												
	Capaian Pembelajaran Mata Kuliah (CPMK)																																																																																													
	CPMK-1	CLO 1: Critically evaluate how power dynamics, ideology, and bias are discursively framed across diverse multimodal texts by logically applying frameworks such as Critical Discourse Analysis (CDA) and Multimodal Discourse Analysis (MDA).																																																																																												
	CPMK-2	CLO 2: Apply foundational linguistic and discourse theories—including Conversation Analysis, Systemic Functional Linguistics, and Multimodal Grammar—to analyze English communication across digital, educational, and public domains.																																																																																												
	CPMK-3	CLO 3: Execute a multi-stage empirical discourse analysis project using appropriate qualitative research designs, dataset collection strategies, and analytical frameworks within discourse and multimodality studies.																																																																																												
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		Pendukung : 1. Journals					
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	LLO 1: Differentiate between text, context, and discourse as social practice to explain how linguistic and semiotic choices construct social reality within literature and educational settings.	1. Define discourse, text, and context accurately using foundational terminology. 2. Identify how social context influences language choice in sample educational excerpts. 3. Contrast monomodal (pure text) and multimodal communication instances in real-world messaging.	1) Formative Check-in: In-class diagnostic worksheet analyzing a short public education text. 2) Peer Discussion: Whole-class entry survey on prior perceptions of "discourse."	Case Study		1. Conceptual foundations of text, context, and discourse as social practice. 2. Linguistic and semiotic choices in constructing social reality within educational and literary contexts. 3. Comparative analysis of monomodal and multimodal semiotic systems in contemporary communication.	2%
2	LLO 2: Categorize spoken and written discourse datasets using Deborah Schiffrin's structural (Conversation Analysis, Variationist) and functional (Speech Acts, Pragmatics, Interactional Sociolinguistics, Ethnography of Communication) frameworks.	1. Precision in identifying and classifying discourse samples based on structural characteristics within Conversation Analysis and Variationist paradigms. 2. Accuracy in mapping spoken and written datasets to the appropriate functional frameworks, including Speech Acts, Pragmatics, Interactional Sociolinguistics, and Ethnography of Communication.	Kriteria: Accuracy of categorization, theoretical consistency, and depth of analytical justification. Bentuk: Case study analysis, classification worksheets, and objective tests.	Case-based learning and collaborative group discussions focused on dataset classification.	1. Students must participate in an LMS-based discussion forum to categorize provided discourse excerpts and justify their choice of framework. 2. Students are required to submit a categorization matrix where they link specific linguistic features of a dataset to Schiffrin's structural or functional categories.	1. Structural frameworks in discourse analysis: The principles and applications of Conversation Analysis and the Variationist approach. 2. Functional frameworks in discourse analysis: Theoretical foundations of Speech Act Theory, Pragmatics, Interactional Sociolinguistics, and Ethnography of Communication.	3%
3	LLO 3: Deconstruct transitivity patterns, modal expressions, and lexical choices in literary prose extracts using Roger Fowler's framework to unpack underlying ideological registers and worldviews.	1. Accuracy in identifying process types (material, mental, relational) and participant roles within literary prose extracts. 2. Precision in explaining how specific modal expressions reflect the speaker's or narrator's commitment to the truth or obligation within a text. 3. Depth of analysis in correlating specific word choices and vocabulary patterns with the construction of particular ideological perspectives.	Kriteria: Accuracy of linguistic identification, logical consistency in ideological interpretation, and rigorous application of Fowler's terminology. Bentuk: Written analytical report and a rubric-based case study presentation.	Case-based Method (CBM) involving interactive lectures, collaborative close-reading sessions, and group discussions focused on text deconstruction.	1. Analysis of a selected short story extract posted on the Learning Management System (LMS) forum focusing on transitivity and agency. 2. Digital annotated bibliography or summary of key concepts regarding Fowler's "Linguistic Criticism" submitted via the online portal.	1. Transitivity patterns and participant roles in Roger Fowler's framework of linguistic criticism. 2. The function of modal expressions in constructing authorial stance and ideological positioning. 3. Lexical choices, over-lexicalization, and re-lexicalization as markers of social and cultural worldviews.	4%
4	LLO 4: Evaluate gendered power dynamics, passive syntactic constructions, and narrative representations in literature and educational materials by applying Sara Mills' feminist discourse framework.	1. Precision in identifying and explaining character positioning and focalization using Sara Mills' framework. 2. Accuracy in analyzing the relationship between passive syntactic constructions and the obfuscation of gendered agency. 3. Depth of critical evaluation regarding power imbalances within specific educational and literary contexts.	Kriteria: Analytical rigor, theoretical accuracy, and logical consistency. Bentuk: Critical analysis paper and structured group presentation.	Blended learning involving interactive lectures, small group discussions, and case-based analysis.	1. Conduct an online discourse analysis of a digital educational module and submit a written report to the LMS. 2. Contribute to an online peer-review session focusing on the identification of passive voice in gender-biased texts.	1. Sara Mills' framework: Level of characters, focalization, and fragmentation in narrative representations. 2. Syntactic analysis: The ideological function of passive voice and transitivity in gendered discourse. 3. Critical evaluation of power dynamics in textbooks and contemporary literature.	4%

5	LLO 5: Critique historical and contemporary public/literary texts to reveal linguistic strategies of imperial power asymmetry, alterity ("Othering"), and cultural hegemony using Sara Mills' post-colonial model.	1. Precision in explaining and applying the core theoretical tenets of Sara Mills' post-colonial framework to reveal power imbalances and alterity. 2. Depth of critical analysis in identifying specific linguistic strategies used to maintain cultural hegemony within selected texts.	Kriteria: Theoretical accuracy, depth of critical synthesis, and clarity of academic argumentation. Bentuk: Critical discourse analysis essay and peer-reviewed discussion forum.	Case-based learning, collaborative inquiry, and interactive lectures focusing on text deconstruction.	1. Perform a digital text-mapping exercise to identify "Othering" markers in a provided colonial-era document via the Learning Management System. 2. Submit a critical analysis report (1,500 words) evaluating a contemporary public text using Sara Mills' post-colonial framework.	1. Theoretical foundations of Sara Mills' post-colonial model, focusing on the mechanisms of imperial power asymmetry and the construction of "Othering." 2. Discursive and linguistic strategies for critiquing cultural hegemony in public and literary texts, including focalization, characterization, and lexical choices.	4%
6	LLO 6: Analyze structural and functional repetition patterns, intertextual echoes, and recontextualization mechanisms in political and educational discourse using Deborah Tannen's intertextuality framework.	1. Precision in identifying and categorizing structural and functional repetition patterns within selected discourse samples. 2. Accuracy in explaining the processes of recontextualization and intertextual echoes and their impact on meaning in political and educational texts.	Kriteria: Analytical accuracy, depth of theoretical application, and coherence in justifying intertextual links. Bentuk: Comparative discourse analysis report and peer-reviewed analytical presentation.	Case-based method involving collaborative discourse analysis, guided group discussions, and comparative text deconstruction.	1. Perform a digital annotation of a political speech transcript to highlight structural repetition and intertextual echoes using collaborative software. 2. Write a brief analytical commentary on a video clip of an educational interaction, focusing on how specific phrases are recontextualized.	1. Deborah Tannen's framework: Structural and functional repetition patterns in discourse. 2. Mechanisms of intertextual echoes and recontextualization in political and educational settings.	4%
7	LLO 7: Execute Thomas Huckin's multi-level CDA framework (whole-text, sentence-level, word-level analysis) to uncover framing strategies, presupposition, and deliberate omissions in media and policy texts.	1. Precision in identifying and explaining macro-level framing strategies and the overall rhetorical organization of a text. 2. Accuracy in detecting presuppositions and analyzing how sentence-level structures influence reader perception. 3. Ability to justify the significance of specific lexical choices and identify critical information strategically omitted from the discourse.	Kriteria: Analytical depth, methodological consistency with Huckin's framework, and clarity of critical interpretation. Bentuk: Written analytical report and a comparative text analysis portfolio.	Collaborative Case Study Analysis, Interactive Lecturing, and Discovery Learning through text deconstruction workshops.	1. Perform a multi-level CDA on a selected digital news article and upload the annotated findings to the Learning Management System. 2. Engage in a structured online forum discussion to debate the ideological implications of identified omissions in a government policy draft.	1. Huckin's Whole-Text Level Analysis: Macro-structural framing and genre conventions in media and policy discourse. 2. Huckin's Sentence-Level Analysis: Mechanisms of presupposition, topicalization, and grammatical positioning. 3. Huckin's Word-Level Analysis: Lexical selection and the identification of "silences" or deliberate omissions.	4%
8	LLO 8: Synthesize textual CDA frameworks (Weeks 1–7) to produce an independent critical critique paper and an oral summary analyzing power, ideology, or social justice in an authentic text dataset.	1. Precision in integrating multiple CDA frameworks to analyze power and ideology within the chosen dataset. 2. Depth of critical analysis and adherence to formal academic writing standards in the critique paper. 3. Clarity, logical flow, and communicative competence in the oral presentation of research results.	Kriteria: Theoretical accuracy, depth of critical synthesis, structural coherence, and communicative effectiveness. Bentuk: Written project (critical critique paper) and oral presentation.	Project-Based Learning (PjBL) consisting of independent research, individual drafting, and consultative feedback sessions.	1. Submission of the final critical critique paper via the institutional Learning Management System. 2. Upload of a video recording or digital presentation link of the oral summary analysis.	1. Advanced synthesis of multi-perspective CDA frameworks for comprehensive textual and social analysis. 2. Structural requirements and academic conventions for drafting an independent critical critique paper. 3. Rhetorical techniques for delivering concise and persuasive oral summaries of complex discourse findings.	20%
9	LLO 9: Apply Kress and van Leeuwen's Visual Grammar (Representational, Interactive, and Compositional meta-functions) to analyze semiotic choices in static images and public awareness visuals.	1. Accuracy in identifying and interpreting narrative or conceptual processes within a given static image. 2. Correctness in analyzing gaze, angle, and distance to determine the relationship between the visual and the viewer. 3. Precision in explaining how layout, framing, and salience contribute to the information hierarchy of a public awareness visual.	Kriteria: Analytical accuracy, depth of semiotic interpretation, and clarity of academic writing. Bentuk: Case study analysis and a structured analytical report.	Case-Based Method and collaborative discussion involving the semiotic deconstruction of public service announcements.	1. Annotated Visual Analysis: Students upload a public awareness visual with digital annotations identifying specific visual grammar components. 2. Virtual Peer Review: Students provide constructive feedback on a peer's analysis using the Kress and van Leeuwen framework on the learning management system.	1. Representational Meta-function: Narrative and Conceptual processes in visual structures. 2. Interactive Meta-function: Contact (gaze), Social Distance, and Attitude (angle) in viewer-image relations. 3. Compositional Meta-function: Information Value, Salience, and Framing in visual layouts.	3%

10	LLO 10: Evaluate intermodal relations (harmony, clash, redundancy) between written text, visual imagery, and page layout in secondary school literature textbooks to critique gender representation.	1. Ability to accurately classify intermodal relations (harmony, clash, redundancy) between written text and imagery. 2. Proficiency in analyzing how page layout reinforces or contradicts verbal and visual messages. 3. Capacity to articulate a critical evaluation of gender representation based on multimodal evidence.	Kriteria: Accuracy of terminological application, depth of critical analysis, and coherence of the critique. Bentuk: Multimodal analysis report and oral presentation.	Case-based learning, small group discussions, and guided multimodal discourse analysis.	1. Annotated analysis of a literature textbook excerpt uploaded to the Learning Management System. 2. Peer feedback on a classmate's gender representation critique via the online discussion forum.	1. Conceptual frameworks of intermodal relations: Harmony, clash, and redundancy. 2. Multimodal composition and page layout analysis in pedagogical contexts. 3. Ideological critique of gender representation in secondary school textbooks.	4%
11	LLO 11: Formulate an empirical multimodal research proposal specifying clear research questions, target dataset collection criteria, and qualitative sampling strategies for an educational/social media corpus.	1. Accuracy and clarity in articulating specific research questions for multimodal phenomena. 2. Justification and systematicity of criteria used for selecting target datasets. 3. Methodological soundness in applying qualitative sampling strategies to the research design.	Kriteria: Methodological rigor, logical coherence, and adherence to academic writing standards. Bentuk: Project (Research Proposal) and peer evaluation via a rubric-based assessment.	Project-Based Learning (PjBL) involving asynchronous consultation and synchronous peer-group discussions.	1. Upload the multimodal research proposal draft to the Learning Management System (LMS). 2. Execute a peer-review critique of a colleague's sampling strategy in the designated discussion forum.	1. Frameworks for formulating multimodal-oriented research questions. 2. Parameters for multimodal dataset collection in educational and social media environments. 3. Qualitative sampling techniques (purposive, theoretical, and criterion) for multimodal corpora.	4%
12	LLO 12: Construct multi-column multimodal transcription tables and qualitative coding schemes (Baldry & Thibault framework) to systematically annotate multi-channel digital and print datasets.	1. Ability to accurately map distinct semiotic modes into synchronized multi-column transcription tables. 2. Ability to construct a rigorous qualitative coding scheme that captures the functional meanings of multimodal interactions. 3. Proficiency in applying transcription and annotation standards consistently across diverse data formats (print and digital).	Kriteria: Structural precision of the transcription table, logical consistency of the coding hierarchy, and accuracy in temporal/spatial synchronization. Bentuk: Project-based assessment (Transcription Portfolio and Coding Manual).	Case-based learning, hands-on laboratory workshops, and project-based learning (PjBL).	1. Construct a multi-column transcription draft for a one-minute digital video clip using a provided template. 2. Formulate a qualitative coding guide for a print-based multimodal dataset and upload it to the Learning Management System for peer feedback.	1. Principles of multi-column transcription according to the Baldry & Thibault framework, focusing on the integration of visual, audio, and spatial semiotic tracks. 2. Development of hierarchical qualitative coding schemes for annotating intersemiotic relations in multi-channel datasets. 3. Comparative transcription techniques for adapting multi-column layouts to both dynamic digital media (video) and static print media (advertisements).	4%
13	LLO 13: Analyze the persuasive semiotic affordances, rhetorical framing, and data visual representations in infographics and public service messaging regarding clean energy transitions and climate action.	1. Accuracy in identifying and explaining the semiotic affordances used to achieve persuasive goals in energy transition infographics. 2. Depth of critical analysis regarding the rhetorical frames and socio-political ideologies embedded in climate change messaging. 3. Precision in evaluating the communicative effectiveness and ethical validity of data visual representations within environmental public service announcements.	Kriteria: Analytical rigor, theoretical consistency, and critical synthesis of multimodal elements. Bentuk: Comparative case study analysis and a critical analytical report.	Case-based learning, collaborative inquiry-based discussions, and interactive lectures.	1. Digital annotation and multimodal deconstruction of a selected clean energy infographic using a collaborative web tool. 2. Participation in an asynchronous discussion forum analyzing the rhetorical shifts in global climate action campaigns.	1. Semiotic affordances and persuasive visual design in clean energy infographics. 2. Rhetorical framing and ideological positioning in climate action public service messaging. 3. Principles of data visualization and ethical evidence representation in environmental discourse.	4%
14	LLO 14: Interpret qualitative multimodal findings to formulate practical critical multimodal literacy strategies for secondary literature classrooms and curriculum design.	1. Proficiency in converting qualitative multimodal data into practical, classroom-ready teaching strategies. 2. Precision in aligning critical multimodal literacy objectives with secondary education curriculum frameworks.	Kriteria: Pedagogical feasibility, critical depth of interpretation, and design coherence. Bentuk: Project (Curriculum Design Proposal) and Oral Presentation.	Project-based learning, collaborative design workshops, and case-based discussions.	1. Uploading a draft curriculum design to the Learning Management System for asynchronous peer evaluation. 2. Participating in a discussion forum focused on the practical challenges of applying multimodal discourse analysis in secondary education contexts.	1. Pedagogical transformation of qualitative multimodal research findings into classroom interventions. 2. Principles of curriculum design for critical multimodal literacy in secondary literature programs.	3%

15	LLO 15: Evaluate peer empirical research projects objectively using standardized academic rubrics and refine visual poster defense materials based on collaborative feedback.	1. Accuracy and objectivity in applying standardized academic rubrics to evaluate peer empirical research projects. 2. Effectiveness in refining visual poster materials by integrating collaborative feedback and multimodal design principles.	Kriteria: Analytical objectivity, constructive feedback quality, visual clarity, and design coherence. Bentuk: Peer review rubrics and revised visual poster defense materials.	Collaborative Learning and Project-Based Learning (PjBL) through a Peer Review Workshop.	1. Submit a completed peer evaluation report based on the provided academic rubric via the Learning Management System (LMS). 2. Upload the final revised version of the digital research poster reflecting improvements made from peer feedback.	1. Principles of objective academic peer review and the application of standardized evaluation rubrics for empirical discourse studies. 2. Advanced visual rhetoric and multimodal design strategies for refining research poster presentations.	3%
16	LLO 16: Defend an empirical multimodal discourse research project in an academic poster exhibition and submit a publication-ready qualitative paper integrating textual CDA and visual MDA frameworks.	1. Proficiency in presenting and defending empirical findings through visual aids and oral argumentation in an academic exhibition. 2. Accuracy and depth in integrating CDA and MDA frameworks within a structured, publication-standard qualitative research paper.	Kriteria: Clarity of visual communication, logical consistency in argumentation, theoretical depth in framework integration, and adherence to academic writing and formatting standards. Bentuk: Performance assessment (Poster Exhibition and Defense) and Product assessment (Final Qualitative Research Paper).	Project-Based Learning (PjBL) including a simulated academic conference, peer review, and final project consultation.	1. Upload the high-resolution digital academic poster to the Learning Management System. 2. Submit the final qualitative research paper via the plagiarism-detection repository.	1. Academic poster design principles and oral defense strategies for empirical multimodal research. 2. Advanced synthesis techniques for integrating textual CDA and visual MDA in a publication-ready qualitative manuscript.	30%

SDGS (Sustainable Development Goals)



Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.