

**PROGRAM STUDI BAHASA DAN SASTRA INGGRIS
JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS PENDIDIKAN BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN INDONESIA**

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COURSE SYLLABUS

1. About the Course

Course Title	: Semiotics
Course Code	: IG 507
Credit Hours	: 2
Semester	: 5
Prerequisite	: -
Instructor	: Dr. Didi Sukyadi, MA(1813) Budi Hermawan, MPC.

2. Objectives

After finishing the class, the students are expected to be able to:

- 1) define the basic concepts in the study of signs.
- 2) explain signs encountered in their daily lives using semiotic perspectives.
- 3) apply semiotic analysis in studying language, literature and other fields.

3. Course Description

This course is aimed at providing the students the basic understanding about semiotics and its application for linguistics and literary studies. Semiotic concepts such as the model of sign, sign and things, analyzing structure, and challenging the literal will be discussed. In the discussion, the development of semiotics as represented by Saussure, Peirce, Richards and Ogden, Morris, Jakobson, and Lyons will be highlighted. Further development of semiotic studies in phonology, morphology, syntax, advertisement, literary works and social life will also be discussed. In addition to theory, the students will have a small project of observing and making sense of our daily lives through the window of semiotics. They will work in groups and each group will be assigned a topic to read and explore. After one week reading, they have to share their understandings with their classmates. They are also suggested to read semiotic materials on the Internet to improve their understanding about this course.

4. Learning Activities

Approach: Learner-centered approach

Methods: Discussion

Task: Mini research

5. Media

LCD projector

6. Evaluation

6.1 Classroom participation

Classroom participation is derived from the classroom attendance and the students' participation in the classroom discussion and activities (10%).

6.2 Mid Test

Mid test score is based the article reviews that should be submitted at the time of mid tes schedule (40%)

6.3 Final test

Final test will be in the form of research projects report which should be done based in primary data about 4000-5000 words (60%)

6. Grading Policies

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

0 – 59 = E

7. Course Outline

Date	Topics	Sources
Week 1	Signs: Saussure Model	Saussure, Course in General Linguistics
Week 2	Signs: Peirce Model	Chandler, 2002, chapter 2
Week 3	Signs: Ogden and Richard Model, John Lyons Model	Ogden & Richard, John Lyons
Week 4	Iconicity	Jakobson, Quest to the essence of language
Week 5	Sound symbolism	[Robin Allott. 1995. In <i>Language in the Würm Glaciation</i> . ed. by Udo L. Figge, 15-38. Bochum: Brockmeyer.]
Week 6	Analysing structure	Chandler, 2002, chapter 3
Week 7	Paradigmatic and Syntagmatic analysis	Chandler, http://www
Week 8	Mid test	Mid Test
Week 9	Denotation and connotation	Chandler, http://www
Week 10	Metaphor	Lakoff and Johnson, 1986, Chandler, 2002, chapter 4
Week 11	Code	Chandler, 2002, chapter 5
Week 12	Paper tutorial	
Week 13	Paper tutorial	
Week 14	Paper tutorial	
Week 15	Paper tutorial	
Week 16	Paper submission	Paper submission

REFERENCES

- Chandler, Daniel. 2002. *Semiotics: The Basics*. London: Routledge.
- Jakobson, Roman. 1975. Quest to the essence of language: *Selected Writings II: Word and Language*. 345-359.
- Lakoff, George dan Mark Johnson. 1980. *Metaphors We Live By*. Chicago: Chicago University Press.
- Sukyadi, Didi. 2010. *Teori dan Analisis Semiotika*. Bandung: Rizki Press.

SATUAN ACARA PERKULIAHAN: SEMIOTICS (UNDERGRADUATE)

Date	Topics	Objectives	Learning Activities	Evaluation	Sources
5/9/2011	Signs: Saussure Model	After the lesson, the students are expected to be able to describe model of signs according to Saussure	<ol style="list-style-type: none"> 1) Students listen to the lecture on Saussure's sign model 2) Students answer questions related to Saussure's concepts of signs 3) Students summarize the main concepts of Saussure's sign model 	Essay concerning Saussure model of sign	Saussure, Course in General Linguistics
12/9/2011	Signs: Peirce Model	After the lesson, the students are expected to be able to explain model of signs according to Peirce	<ol style="list-style-type: none"> 1) Students listen to the lecture on Peirce sign model 2) Students answer questions related to Peirce's concepts of signs 3) Students summarize the main concepts of Peirce's sign model 	Essay concerning Peirce model of sign	Chandler, 2002, chapter 2
19/9/2011	Signs: Ogden and Richard Model, John Lyons Model	After the lesson, the students are expected to be able to describe models of signs according to Ogden and Richards and John Lyons	<ol style="list-style-type: none"> 1) Students listen to the lecture on Ogden and Richard's sign model 2) Students answer questions related to Ogden and Richard's concepts of signs 3) Students summarize the main concepts of Ogden and Richard's sign model 4) Students compare the model of sign proposed by Ogden and Richard and that proposed by John Lyons 	Essay concerning Ogden and Richards or John Lyons Model	Ogden & Richard, John Lyons
26/9/2011	Iconicity	After the lessons, the students are expected to be able to define and give examples of iconicity	<ol style="list-style-type: none"> 1) Students define the concept of iconicity 2) Students try to find some examples of iconicity phenomena in terms of onomatopoeia, diagram and metaphor 	Examples of iconicity in language and literature	Jakobson, Quest to the essence of language

			<p>3) Students try to identify the case of iconicity and the level of sentences</p> <p>4) Students identify the principles of diagrammatic iconicity</p>		
3/10/2011	Sound symbolism	After the lessons, the students are expected to be able to define and give examples of sound symbolism in their daily lives	<p>1) Students define sound symbolism</p> <p>2) Students provide some examples of sound symbolism in English, in Bahasa Indonesia and in other languages</p> <p>3) Students identify sound symbolism in names</p>	Examples of sound symbolism	[Robin Allott. 1995. In <i>Language in the Würm Glaciation</i> . ed. by Udo L. Figge, 15-38. Bochum: Brockmeyer.]
10/10/2011	Analysing structure	After the lesson, the students are expected to analyze text using structuralism	<p>1) Students define syntagmatic and paradigmatic relationship</p> <p>2) Students provide some examples of syntagmatic and paradigmatic analysis</p>	Text analysis using structuralism	Chandler, 2002, chapter 3
17/10/2011	Paradigmatic and Syntagmatic analysis	After the lesson, the students are expected to be able to analyze a sentence syntagmatically and paradigmatically	<p>1) Students find a text that can be analyzed paradigmatically and syntagmatically.</p> <p>2) Students narrow down their syntactic and paradigmatic analysis to the level of sentence.</p> <p>3) Students try to apply paradigmatic and syntagmatic analysis for nonverbal languages</p>	Text analysis using syntagmatic and paradigmatic analysis	Chandler, http://www
24/10/2011	Mid test			Written Test	Mid Test
30/11/2011	Denotation and connotation	After the lesson, the students are expected to be able to distinguish the distinction between	<p>1) Students try to identify the concept of denotation and connotation</p> <p>2) Students try to give examples of sentences with denotative and</p>	Essay on denotation and connotation	Chandler, http://www

		denotative and connotative meaning of a sign	connotative meanings 4) Students try to seek denotation and connotation in nonverbal language		
7/11/2011	Metaphor	After the lesson, the students are expected to be able to identify signification process in metaphor and metonymy	1) Students try to define metaphor 2) Students try to identify types and examples of metaphor 3) Students try to identify principles of metaphor 4) Students try to define metonymy 5) Students give examples of metonymy 6) Students distinguish metaphor and metonymy	Essay on the signification process in metaphors	Lakoff and Johnson, 1986, Chandler, 2002, chapter 4
14/11/2011	Code	After the lesson, the students are expected to be able to define and give examples of a code	1) Students define codes 2) Students give examples of codes 3) Students try to apply the principle of code to analyze certain texts	Essays concerning code around them	Chandler, 2002, chapter 5
21/11/2011	Paper writing	After the lesson, the students are expected to revise and improve the quality of their term paper.	1) Students discuss the topic of their term paper 2) Students write their paper outline 3) Students design their data collection technique 4) Students explore related references	coursework	
28/11/2011	Paper writing	After the lesson, the students are expected to revise and improve the quality of their term paper.	Students design their research instrument	coursework	
5/12/2011	Paper writing	After the lesson, the students are expected to revise and improve the quality of their term	Students collect their data	coursework	

		paper.			
12/12/2011	Paper writing	After the lesson, the students are expected to revise and improve the quality of their term paper.	Students analyze their data	coursework	
19/12/2011	Paper submission	17.	Paper submission	17.	Paper submission