

1. Carroll, Brian. 2014. Writing and Editing for Digital Media. London: Routledge. 2. Branston, Gill., and Stafford, Roy. 2010. The Media Students Book (5th ed). London and New York: Routledge. 3. Burton, Graeme. 2002. More Than Meets the Eye: an Introduction to Media Studies (3rd ed). London: Arnold. 4. Kellner, Douglas. 1995. Media Culture: Cultural Studies, Identity and Politics between the Modern and the Postmodern . London and New York: Routledge. 5. MacRury, Iain. 2009. Advertising . London and New York: Routledge.							
Pendukung :							
1. Hicks, W. (2013). English for journalists. Routledge. 2. Sullivan, L., Bennett, S., & Boches, E. (2012). Hey, Whipple, squeeze this: The classic guide to creating great ads. John Wiley & Sons. 3. Dille, F., & Platten, J. Z. (2008). The ultimate guide to video game writing and design. Lone Eagle. 4. Halvorson, K., & Rach, M. (2012). Content strategy for the Web: content strategy Web _p2. New Riders. 5. Rousseau, D. H., & Phillips, B. R. (2013). Storyboarding Essentials: SCAD Creative Essentials (How to Translate Your Story to the Screen for Film, TV, and Other Media). Watson-Guption. 6. MacRury, Iain. 2009. Advertising. London and New York: Routledge.							
Dosen Pengampu							
Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	1. 2.LLO 1 Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing articles that engage readers, and apply these skills to a project-based newspaper article. LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting media content in English, and reflect on the role of technology in contemporary media practices. 3.LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. 4.LLO8 Being able to enhance digital literacy skills through the use of technology for	● To be able to identify and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism. ● To be able to analyze and critique examples of journalistic writing, including newspaper articles and online news stories, focusing on the effectiveness of headlines, leads, and overall writing style. ● To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources. ● To be able to plan and outline a project-based newspaper article, including choosing a topic, conducting research, and identifying potential sources. ● To be able to write a newspaper article that demonstrates an understanding of the key elements of journalism, including writing an engaging headline, crafting an effective lead, and incorporating quotes and other source material into the article. ● To be able to revise and edit the newspaper article, focusing on clarity, accuracy, and style, and incorporating feedback from peers and/or the instructor	Kriteria: Criteria: Written Form: Rubric Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk	Lecturing, Discussion, Project 3 X 50	Lecturing, Discussion, Project	Materi: Journalism Pustaka: <i>Carroll, Brian. 2014. Writing and Editing for Digital Media. London: Routledge.</i>	5%
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9	Material from meeting 1 to 8	Written test	Kriteria: Based on the right answers Bentuk Penilaian : Tes	written test 6 X 50		Materi: Journalism Pustaka: <i>Carroll, Brian.</i> <i>2014. Writing</i> <i>and Editing for</i> <i>Digital Media.</i> <i>London:</i> <i>Routledge.</i>	20%
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16	Material from meeting 10 to 15	written test	Kriteria: Based on the right answers Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes	written test 6 X 50		Materi: conducting interviews, reporting news, creating content calendars, and presenting media content Pustaka: Burton, Graeme. 2002. <i>More Than Meets the Eye: an Introduction to Media Studies</i> (3rd ed). London: Arnold.	30%
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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Penilaian Hasil Project / Penilaian Produk	65%
2.	Tes	35%
		100%

Catatan

- Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
- CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
- CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
- Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
- Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
- Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
- Bentuk penilaian:** tes dan non-tes.
- Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
- Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
- Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
- Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
- TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

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Koordinator Program Studi
S1 Sastra Inggris (Kampus
Kabupaten Magetan)



LISETYO ARIYANTI
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