	Universitas Negeri Surabaya Fakultas Bahasa dan Seni Program Studi S1 Sastra Inggris	Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)		KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
English for Media Communication		7920203317	Mata Kuliah Wajib Program Studi	T=3	P=0	ECTS=4.77	4	2 Desember 2024
OTORISASI		Pengembang RPS		Koordinator RMK			Koordinator Program Studi	
		Lina Purwaning Hartanti, S.Pd, M.EiL		Cicilia Deandra Putri, S.S, M.A			ALI MUSTOFA	

Model Pembelajaran	Project Based Learning

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-4	Mengembangkan diri secara berkelanjutan dan berkolaborasi.
	CPL-10	Mampu menghasilkan karya akademik atau non-akademik dengan baik dalam bentuk lisan maupun tulisan untuk beragam audiens dan tujuan
	Capaian Pembelajaran Mata Kuliah (CPMK)	
	CPMK - 1	CLO 1. Being able to develop creative thinking by implementing technology in the field of media communication.
	CPMK - 2	Being able to apply the principles of appropriate language in different types of media content, with a focus on the language commonly used in the media industry.
	CPMK - 3	CLO 3. Being able to develop strong communication and collaboration skills to effectively work in teams.
	CPMK - 4	CLO 4. Being able to produce diverse media content, including news articles, podcasts, digital writing pieces, content calendars, and video advertisements, catering to various audiences and purposes applying communication principles.
	Matrik CPL - CPMK	

CPMK	CPL-3	CPL-4	CPL-10
CPMK-1	✔		
CPMK-2	✔		
CPMK-3		✔	
CPMK-4			✔

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1	✔						✔				✔				✔	
CPMK-2		✔			✔				✔			✔	✔			
CPMK-3			✔			✔										✔
CPMK-4				✔				✔		✔				✔		

Deskripsi Singkat MK	This course explores creative media practice across a wide range of subjects including newspaper and magazine production, digital and social media, and video production. In this course, students will develop practical skills in media production as well as theoretical learning. All teaching learning activities are conducted through lecturing, discussion, presentation, and project. This course uses Project-Based method of learning.

Pustaka	Utama :

1. McHugh, S. (2022). The Power of Podcasting: Telling Stories Through Sound. United States: Columbia University Press.
2. Veloso, M. (2013). Web Copy That Sells: The Revolutionary Formula for Creating Killer Copy That Grabs Their Attention and Compels Them to Buy. United Kingdom: AMACOM.
3. 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-Guptill.
4. Landa, R. (2021). Advertising by Design: Generating and Designing Creative Ideas Across Media. United States: Wiley.
5. Hicks, W. (2013). English for journalists. Routledge.
6. Podmajersky, T. (2019). Strategic Writing for UX: Drive Engagement, Conversion, and Retention with Every Word. United States: O'Reilly Media.
7. Metts, M. J., Welfle, A. (2020). Writing Is Designing: Words and the User Experience. United States: Rosenfeld Media.
8. Tan, C. (2018). Regulating Content on Social Media: Copyright, Terms of Service and Technological Features. United Kingdom: UCL Press.
9. The Ultimate Course For Becoming A Content Creator: Master Online Success And Make Money. (n.d.). (n.p.): Brian Smith.

	Pendukung :

	1.	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-Guptill. 6. MacRury, Iain. 2009. Advertising. London and New York: Routledge.

Dosen Pengampu	Lina Purwaning Hartanti, S.Pd., M.EIL. Silvy Cinthia Adelia, S.S., M.A. Fariq Shiddiq Tasaufy, S.S., M.Hum. Muhammad Andrean Syahsurya, S.Pd., M.A.

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. Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing engaging news articles, and apply these skills to a project-based newspaper article. 2. 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 across various platforms. 3. 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.	• To be able to identify and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism	**Kriteria:** Criteria: Written Form: Rubric **Bentuk Penilaian** : Aktifitas Partisipasif	Lecturing, Discussion, Project 3 X 50	Lecturing, Discussion, Project	**Materi:** Introduction **Pustaka:** *Hicks, W. (2013). English for journalists. Routledge.*	1%

| 2 | 1. Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing engaging news articles, and apply these skills to a project-based newspaper article.
2. 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 across various platforms.
3. 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.
4. Being able to collaborate effectively in teams to produce media projects in English, such as creating a podcast, producing a video, or developing a social media campaign, and reflect on the challenges and benefits of collaborative media production.
5. Being able to develop reflective practice skills, including the ability to analyze and evaluate, and synthesize information in order to make informed decisions and solve problems within the media industry. | 1. To be able to identify and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism
2. 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
3. To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources
4. To be able to plan and outline a project-based newspaper article, including choosing a topic, conducting research, and identifying potential sources.
5. 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 | **Kriteria:**
Criteria: Written Form: Rubric

Bentuk Penilaian:
Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing, Discussion, Project
3 X 50 | Lecturing, Discussion, Project | **Materi:** Journalism
Pustaka: *Hicks, W. (2013). English for journalists. Routledge.* | 2% |

3	1. Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing engaging news articles, and apply these skills to a project-based newspaper article. 2. 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 across various platforms. 3. 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. 4. Being able to collaborate effectively in teams to produce media projects in English, such as creating a podcast, producing a video, or developing a social media campaign, and reflect on the challenges and benefits of collaborative media production. 5. Being able to develop reflective practice skills, including the ability to analyze and evaluate, and synthesize information in order to make informed decisions and solve problems within the media industry.	1. To be able to identify and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism 2. 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 3. To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources 4. To be able to plan and outline a project-based newspaper article, including choosing a topic, conducting research, and identifying potential sources. 5. 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	**Kriteria:** Criteria: Written Form: Rubric **Bentuk Penilaian** : Aktifitas Partisipasif, Praktik / Unjuk Kerja	Lecturing, Discussion, Project 3 X 50	Lecturing, Discussion, Project	**Materi:** Journalism **Pustaka:** *Hicks, W. (2013). English for journalists. Routledge.*	3%

| 4 | 1. Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing engaging news articles, and apply these skills to a project-based newspaper article. 2. 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 across various platforms. 3. 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. 4. Being able to collaborate effectively in teams to produce media projects in English, such as creating a podcast, producing a video, or developing a social media campaign, and reflect on the challenges and benefits of collaborative media production. 5. Being able to develop reflective practice skills, including the ability to analyze and evaluate, and synthesize information in order to make informed decisions and solve problems within the media industry. | 1. To be able to identify and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism 2. 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 3. To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources 4. To be able to plan and outline a project-based newspaper article, including choosing a topic, conducting research, and identifying potential sources. 5. 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 | **Kriteria:** Criteria: Written Form: Rubric

Bentuk Penilaian: Penilaian Hasil Project / Penilaian Produk | Lecturing, Discussion, Project 3 X 50 | Lecturing, Discussion, Project | **Materi:** Journalism
Pustaka: *Hicks, W. (2013). English for journalists. Routledge.* | 10% |

| 5 | 1. Being able to develop and execute a podcast concept, including scriptwriting, interviewing, editing, and producing a podcast episode. 2. 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 across various platforms. 3. 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. 4. Being able to collaborate effectively in teams to produce media projects in English, such as creating a podcast, producing a video, or developing a social media campaign, and reflect on the challenges and benefits of collaborative media production. 5. Being able to develop reflective practice skills, including the ability to analyze and evaluate, and synthesize information in order to make informed decisions and solve problems within the media industry. | 1. To be able to develop and execute a podcast concept, including selecting a target audience, defining the podcast format, and creating a compelling podcast pitch 2. To be able to conduct in-depth interviews for a podcast, asking relevant and engaging questions, and managing interviewee expectations 3. To be able to conduct in-depth interviews for a podcast, asking relevant and engaging questions, and managing interviewee expectations 4. To be able to collaborate effectively with team members to produce a podcast, including assigning roles, meeting deadlines, and providing constructive feedback. 5. To be able to reflect on the podcasting process, analyzing the strengths and weaknesses of the final product, and suggesting improvements for future projects | **Kriteria:** Criteria: Written Form: Rubric

Bentuk Penilaian :
Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturing, Discussion, Project
3 X 50 | Lecturing, Discussion, Project | **Materi:** Podcast
Pustaka: *McHugh, S. (2022). The Power of Podcasting: Telling Stories Through Sound. United States: Columbia University Press.*

Materi: Podcast
Pustaka: *The Ultimate Course For Becoming A Content Creator: Master Online Success And Make Money. (n.d.). (n.p.): Brian Smith.* | 2% |

| 6 | 1. Being able to develop and execute a podcast concept, including scriptwriting, interviewing, editing, and producing a podcast episode. 2. 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 across various platforms. 3. 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. 4. Being able to collaborate effectively in teams to produce media projects in English, such as creating a podcast, producing a video, or developing a social media campaign, and reflect on the challenges and benefits of collaborative media production. 5. Being able to develop reflective practice skills, including the ability to analyze and evaluate, and synthesize information in order to make informed decisions and solve problems within the media industry. | 1. To be able to develop and execute a podcast concept, including selecting a target audience, defining the podcast format, and creating a compelling podcast pitch 2. To be able to conduct in-depth interviews for a podcast, asking relevant and engaging questions, and managing interviewee expectations 3. To be able to conduct in-depth interviews for a podcast, asking relevant and engaging questions, and managing interviewee expectations 4. To be able to collaborate effectively with team members to produce a podcast, including assigning roles, meeting deadlines, and providing constructive feedback. 5. To be able to reflect on the podcasting process, analyzing the strengths and weaknesses of the final product, and suggesting improvements for future projects | **Kriteria:** Criteria: Written Form: Rubric

Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturing, Discussion, Project 3 X 50 | Lecturing, Discussion, Project | **Materi:** Podcast **Pustaka:** *McHugh, S. (2022). The Power of Podcasting: Telling Stories Through Sound. United States: Columbia University Press.*

Materi: Podcast **Pustaka:** *The Ultimate Course For Becoming A Content Creator: Master Online Success And Make Money. (n.d.). (n.p.): Brian Smith.* | 2% |

| 7 | 1. Being able to develop and execute a podcast concept, including scriptwriting, interviewing, editing, and producing a podcast episode. 2. 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 across various platforms. 3. 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. 4. Being able to collaborate effectively in teams to produce media projects in English, such as creating a podcast, producing a video, or developing a social media campaign, and reflect on the challenges and benefits of collaborative media production. 5. Being able to develop reflective practice skills, including the ability to analyze and evaluate, and synthesize information in order to make informed decisions and solve problems within the media industry. | 1. To be able to develop and execute a podcast concept, including selecting a target audience, defining the podcast format, and creating a compelling podcast pitch 2. To be able to conduct in-depth interviews for a podcast, asking relevant and engaging questions, and managing interviewee expectations 3. To be able to conduct in-depth interviews for a podcast, asking relevant and engaging questions, and managing interviewee expectations 4. To be able to collaborate effectively with team members to produce a podcast, including assigning roles, meeting deadlines, and providing constructive feedback. 5. To be able to reflect on the podcasting process, analyzing the strengths and weaknesses of the final product, and suggesting improvements for future projects | **Kriteria:** Criteria: Written Form: Rubric

Bentuk Penilaian : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturing, Discussion, Project 3 X 50 | Lecturing, Discussion, Project | **Materi:** Podcast **Pustaka:** *McHugh, S. (2022). The Power of Podcasting: Telling Stories Through Sound. United States: Columbia University Press.*

Materi: Podcast **Pustaka:** *The Ultimate Course For Becoming A Content Creator: Master Online Success And Make Money. (n.d.). (n.p.): Brian Smith.* | 3% |

| 8 | 1. Being able to develop and execute a podcast concept, including scriptwriting, interviewing, editing, and producing a podcast episode. 2. 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 across various platforms. 3. 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. 4. Being able to collaborate effectively in teams to produce media projects in English, such as creating a podcast, producing a video, or developing a social media campaign, and reflect on the challenges and benefits of collaborative media production. 5. Being able to develop reflective practice skills, including the ability to analyze and evaluate, and synthesize information in order to make informed decisions and solve problems within the media industry. | 1. To be able to develop and execute a podcast concept, including selecting a target audience, defining the podcast format, and creating a compelling podcast pitch 2. To be able to conduct in-depth interviews for a podcast, asking relevant and engaging questions, and managing interviewee expectations 3. To be able to conduct in-depth interviews for a podcast, asking relevant and engaging questions, and managing interviewee expectations 4. To be able to collaborate effectively with team members to produce a podcast, including assigning roles, meeting deadlines, and providing constructive feedback. 5. To be able to reflect on the podcasting process, analyzing the strengths and weaknesses of the final product, and suggesting improvements for future projects | **Kriteria:** Criteria: Written Form: Rubric

Bentuk Penilaian:
Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Project 3 X 50 | Project | **Materi:** Podcast
Pustaka: *McHugh, S. (2022). The Power of Podcasting: Telling Stories Through Sound. United States: Columbia University Press.*

Materi: Podcast
Pustaka: *The Ultimate Course For Becoming A Content Creator: Master Online Success And Make Money. (n.d.). (n.p.): Brian Smith.* | 20% |

| 9 | 1. Being able to apply copywriting techniques to create effective marketing messages and promotional materials for both traditional and digital platforms. 2. 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 across various platforms. 3. Being able to understand the principles of UI/UX writing and apply them to create user-friendly and engaging digital content 4. 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. 5. Being able to develop reflective practice skills, including the ability to analyze and evaluate, and synthesize information in order to make informed decisions and solve problems within the media industry. | 1. To be able to write engaging content for various digital formats, including blog posts, social media posts, and website copy, adapting style and tone accordingly. 2. To be able to apply copywriting techniques to create clear, concise, and persuasive content for digital platforms, considering factors such as target audience, platform, and call to action 3. To be able to understand and apply UI/UX writing principles to create user-friendly and engaging digital content, considering factors such as readability, accessibility, and user experience 4. To be able to utilize digital tools and platforms to research, write, and edit content efficiently, demonstrating proficiency in relevant digital literacy skills. 5. To be able to reflect on the effectiveness of written content, analyzing audience engagement metrics, and making data-driven improvements to future writing | **Kriteria:** Rubric **Bentuk Penilaian** : Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk, Praktik / Unjuk Kerja | Lecturing, Discussion, Project 3 X 50 | Lecturing, Discussion, Project | **Materi:** Digital Writing **Pustaka:** *Veloso, M. (2013). Web Copy That Sells: The Revolutionary Formula for Creating Killer Copy That Grabs Their Attention and Compels Them to Buy. United Kingdom: AMACOM.* **Materi:** Digital Writing **Pustaka:** *Podmajersky, T. (2019). Strategic Writing for UX: Drive Engagement, Conversion, and Retention with Every Word. United States: O'Reilly Media.* **Materi:** Digital Writing **Pustaka:** *Metts, M. J., Welfle, A. (2020). Writing Is Designing: Words and the User Experience. United States: Rosenfeld Media.* | 3% |

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| 11 | 1. Being able to apply copywriting techniques to create effective marketing messages and promotional materials for both traditional and digital platforms. 2. 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 across various platforms. 3. Being able to understand the principles of UI/UX writing and apply them to create user-friendly and engaging digital content 4. 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. 5. Being able to develop reflective practice skills, including the ability to analyze and evaluate, and synthesize information in order to make informed decisions and solve problems within the media industry. | 1. To be able to write engaging content for various digital formats, including blog posts, social media posts, and website copy, adapting style and tone accordingly. 2. To be able to apply copywriting techniques to create clear, concise, and persuasive content for digital platforms, considering factors such as target audience, platform, and call to action 3. To be able to understand and apply UI/UX writing principles to create user-friendly and engaging digital content, considering factors such as readability, accessibility, and user experience 4. To be able to utilize digital tools and platforms to research, write, and edit content efficiently, demonstrating proficiency in relevant digital literacy skills. 5. To be able to reflect on the effectiveness of written content, analyzing audience engagement metrics, and making data-driven improvements to future writing | **Kriteria:** Rubric

 Bentuk Penilaian :
 Penilaian Hasil Project / Penilaian Produk | Lecturing, Discussion, Project 3X 50 | Lecturing, Discussion, Project | **Materi:** Digital Writing
 Pustaka: *Veloso, M. (2013). Web Copy That Sells: The Revolutionary Formula for Creating Killer Copy That Grabs Their Attention and Compels Them to Buy. United Kingdom: AMACOM.*

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 Metts, M. J., Welfle, A. (2020). Writing Is Designing: Words and the User Experience. United States: Rosenfeld Media. | 5% |

| 12 | 1. Being able to apply copywriting techniques to create effective marketing messages and promotional materials for both traditional and digital platforms.
2. 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 across various platforms.
3. Being able to understand the purpose of content calendars and content creators, and be able to develop and execute a content strategy for a media campaign across multiple platforms.
4. 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.
5. Being able to develop reflective practice skills, including the ability to analyze and evaluate, and synthesize information in order to make informed decisions and solve problems within the media industry.
6. Being able to develop an understanding of the storyboarding process and apply these skills to create visual representations for various media projects, such as videos and advertisements. | 1. Define and analyze the role of content creation and content calendar in digital media, including social media, blogs, and websites
2. Understand and apply principles of audience analysis, content strategy, and brand voice in content creation.
3. Develop skills in content creation, including researching, writing, editing, and optimizing content for search engines and social media.
4. Understand and apply principles of visual design and multimedia integration in content creation, including graphics, images, videos, and interactive elements.
5. Develop skills in content calendar planning and management, including goal-setting, topic selection, scheduling, and distribution.
6. Reflect on the content creation and management process, identifying strengths and weaknesses, challenges and successes, and strategies for improvement | **Kriteria:**
Criteria: Written Form: Rubric

Bentuk Penilaian:
Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing, Discussion, Project
3x 50 | Lecturing, Discussion, Project | **Materi:** Social Media and Content Creation
Pustaka: *Tan, C. (2018). Regulating Content on Social Media: Copyright, Terms of Service and Technological Features. United Kingdom: UCL Press.*

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Materi: Social Media and Content Creation
Pustaka: *Landa, R. (2021). Advertising by Design: Generating and Designing Creative Ideas Across Media. United States: Wiley.* | 3% |

| 13 | 1. Being able to apply copywriting techniques to create effective marketing messages and promotional materials for both traditional and digital platforms. 2. 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 across various platforms. 3. Being able to understand the purpose of content calendars and content creators, and be able to develop and execute a content strategy for a media campaign across multiple platforms. 4. 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. 5. Being able to develop reflective practice skills, including the ability to analyze and evaluate, and synthesize information in order to make informed decisions and solve problems within the media industry. 6. Being able to develop an understanding of the storyboarding process and apply these skills to create visual representations for various media projects, such as videos and advertisements. | 1. Define and analyze the role of content creation and content calendar in digital media, including social media, blogs, and websites 2. Understand and apply principles of audience analysis, content strategy, and brand voice in content creation. 3. Develop skills in content creation, including researching, writing, editing, and optimizing content for search engines and social media. 4. Understand and apply principles of visual design and multimedia integration in content creation, including graphics, images, videos, and interactive elements. 5. Develop skills in content calendar planning and management, including goal-setting, topic selection, scheduling, and distribution. 6. Reflect on the content creation and management process, identifying strengths and weaknesses, challenges and successes, and strategies for improvement | **Kriteria:** Criteria: Written Form: Rubric **Bentuk Penilaian**: Aktifitas Partisipasif, Penilaian Hasil Project / Penilaian Produk | Lecturing, Discussion, Project 3X 50 | Lecturing, Discussion, Project | **Materi:** Social Media and Content Creation **Pustaka:** *Tan, C. (2018). Regulating Content on Social Media: Copyright, Terms of Service and Technological Features. United Kingdom: UCL Press.* **Materi:** Social Media and Content Creation **Pustaka:** *The Ultimate Course For Becoming A Content Creator: Master Online Success And Make Money. (n.d.). (n.p.): Brian Smith.* **Materi:** Social Media and Content Creation **Pustaka:** *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-Guptill.* **Materi:** Social Media and Content Creation **Pustaka:** *Landa, R. (2021). Advertising by Design: Generating and Designing Creative Ideas Across Media. United States: Wiley.* | 3% |

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Criteria: Written Form: Rubric

Bentuk Penilaian:
Aktifitas Partisipasif, Praktik / Unjuk Kerja | Lecturing, Discussion, Project 3 X 50 | Lecturing, Discussion, Project | **Materi:** Social Media and Content Creation
Pustaka: *Tan, C. (2018). Regulating Content on Social Media: Copyright, Terms of Service and Technological Features. United Kingdom: UCL Press.*

Materi: Social Media and Content Creation
Pustaka: *The Ultimate Course For Becoming A Content Creator: Master Online Success And Make Money. (n.d.). (n.p.): Brian Smith.*

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Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipasif	15%
2.	Penilaian Hasil Project / Penilaian Produk	66%
3.	Praktik / Unjuk Kerja	19%
		100%

Catatan
1. **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.
2. **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.
3. **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.

4. **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.
5. **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.
6. **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.
7. **Bentuk penilaian:** tes dan non-tes.
8. **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.
9. **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.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 11 November 2024

Koordinator Program Studi S1 Sastra Inggris

ALI MUSTOFA
NIDN 0014067509

UPM Program Studi S1 Sastra Inggris

NIDN 0023069001

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