



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences**  
**Communication Science Bachelor Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Advertising Planning	7020103115		T=2 P=1 ECTS=4.77	3	July 17, 2024
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>	
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**Learning model** Project Based Learning

**Program Learning Outcomes (PLO)** PLO study program that is charged to the course

**Program Objectives (PO)**

<b>PO - 1</b>	Students are able to explain the meaning of advertising and advertising components
<b>PO - 2</b>	Students are able to understand communication approaches in advertising
<b>PO - 3</b>	Students are able to explain theories in advertising
<b>PO - 4</b>	Students are able to create advertising promotion media plans
<b>PO - 5</b>	Students are able to understand advertising ethics

**PLO-PO Matrix**

	P.O																			
	PO-1																			
	PO-2																			
	PO-3																			
	PO-4																			
	PO-5																			

**PO Matrix at the end of each learning stage (Sub-PO)**

	P.O	Week																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
	PO-1																			
	PO-2																			
	PO-3																			
	PO-4																			
	PO-5																			

**Short Course Description** This course is a course that aims to provide an understanding of digital advertising production as part of Communication science. The discussion in this course includes an introduction to creating advertising concepts, developing ideas, creating client briefs, stages of the production process, up to the final digital advertising results that can be applied directly to real clients.

**References** Main :

1. Belch, George E. and Belech, Michael A. 2003. Advertising and Promotion: an Integrated Marketing Communication Perspective. Sixth Edition. The McGrawHill.
2. Web, Rick. 2015. Starting A Creative Firm in The Age of Digital Marketing (Advertising Age). Pallgrave Macmillan. New York.
3. Moriarty, Sandra. 2014. Advertising and IMC : Principles and Practice. Prentice Hall.
4. Rodger, Shelly, Esther Thorson. 2012. Advertising Theory: Routledge Communication Series. Routledge. New York.
5. Cheng, Hong. 2014. THE HANDBOOK OF INTERNATIONAL ADVERTISING RESEARCH. Wiley Balckwell
6. Davis, Aeron. 2013. PROMOTIONAL CULTURES - THE RISE AND SPREAD OF ADVERTISING, PUBLIC RELATIONS, MARKETING AND BRANDING. Wiley Blackwell

**Supporters:**

**Supporting lecturer**

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Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [ Estimated time]		Learning materials [ References ]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students are able to explain the meaning of advertising	Students are able to explain the meaning of advertising	<b>Form of Assessment :</b> Participatory Activities	offline 3 X 50		<b>Material:</b> Students are able to explain the meaning of advertising. <b>Reference:</b> <i>Cheng, Hong. 2014. THE HANDBOOK OF INTERNATIONAL ADVERTISING RESEARCH. Wiley Balckwell</i>	2%
2	Students are able to explain the components of advertising	Students are able to explain the components of advertising	<b>Form of Assessment :</b> Participatory Activities	offline 3 X 50		<b>Material:</b> Students are able to explain knowledge of advertising and advertising components. <b>References:</b> <i>Moriarty, Sandra. 2014. Advertising and IMC: Principles and Practice. Prentice Hall.</i>	2%
3	Students are able to explain the components of advertising	Students understand brandtouchpoint	<b>Form of Assessment :</b> Participatory Activities	offline 3 X 50		<b>Material:</b> Students are able to understand brandtouchpoint <b>Readers:</b> <i>Rodger, Shelly, Esther Thorson. 2012. Advertising Theory: Routledge Communication Series. Routledge. New York.</i>	2%
4	Students are able to understand communication approaches in advertising	Students are able to understand communication approaches in advertising	<b>Form of Assessment :</b> Participatory Activities	3 X 50		<b>Material:</b> Students are able to understand communication approaches in advertising <b>Reference:</b> <i>Web, Rick. 2015. Starting A Creative Firm in The Age of Digital Marketing (Advertising Age). Pallgrave Macmillan. New York.</i>	3%

5	Students are able to understand communication approaches in advertising	Students are able to explain communication approaches in advertising	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	offline 3 X 50		<b>Material:</b> Students are able to understand communication approaches in advertising <b>Reference:</b> <i>Web, Rick. 2015. Starting A Creative Firm in The Age of Digital Marketing (Advertising Age). Pallgrave Macmillan. New York.</i>	2%
6	Students are able to explain theories in advertising		<b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test	offline 3 X 50			3%
7	Students are able to create advertising promotion media plans		<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	3 X 50			3%
8	UTS	Students are able to create advertising promotion media plans	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test	offline 3 X 50		<b>Material:</b> Students are able to create an advertising promotion media plan. <b>Reference:</b> <i>Moriarty, Sandra. 2014. Advertising and IMC: Principles and Practice. Prentice Hall.</i>	30%
9	Students are able to create advertising promotion media plans	Students are able to create advertising promotion media plans	<b>Criteria:</b> Students are able to create advertising promotion media plans  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	offline 3 X 50		<b>Material:</b> Students are able to create an advertising promotion media plan. <b>Reference:</b> <i>Moriarty, Sandra. 2014. Advertising and IMC: Principles and Practice. Prentice Hall.</i>	3%
10	Students are able to differentiate between advertising and marketing	Students are able to differentiate between advertising and marketing	<b>Form of Assessment :</b> Participatory Activities, Tests	offline		<b>Material:</b> Students are able to differentiate advertising and marketing <b>References:</b> <i>Moriarty, Sandra. 2014. Advertising and IMC: Principles and Practice. Prentice Hall.</i>	4%
11	Students are able to differentiate between advertising and marketing	Students are able to differentiate between advertising and marketing	<b>Form of Assessment :</b> Test	offline		<b>Material:</b> Students are able to differentiate advertising and marketing <b>References:</b> <i>Moriarty, Sandra. 2014. Advertising and IMC: Principles and Practice. Prentice Hall.</i>	5%

12	Students understand advertising agencies	Students understand advertising agencies	<b>Form of Assessment :</b> Participatory Activities			<b>Material:</b> Students understand advertising agencies <b>References:</b> <i>Cheng, Hong. 2014. THE HANDBOOK OF INTERNATIONAL ADVERTISING RESEARCH. Wiley Balckwell</i>	3%
13	Students understand advertising agencies	Students understand advertising agencies	<b>Form of Assessment :</b> Participatory Activities			<b>Material:</b> Students understand advertising agencies <b>References:</b> <i>Cheng, Hong. 2014. THE HANDBOOK OF INTERNATIONAL ADVERTISING RESEARCH. Wiley Balckwell</i>	3%
14	Students are able to understand advertising ethics	Students are able to examine advertising ethics	<b>Form of Assessment :</b> Participatory Activities	offline		<b>Material:</b> Students are able to understand advertising ethics <b>Readers:</b> <i>Rodger, Shelly, Esther Thorson. 2012. Advertising Theory: Routledge Communication Series. Routledge. New York.</i>	2%
15	Students are able to understand advertising ethics	Students are able to analyze advertising ethics	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment			<b>Material:</b> Students are able to understand advertising ethics <b>References:</b> <i>Cheng, Hong. 2014. THE HANDBOOK OF INTERNATIONAL ADVERTISING RESEARCH. Wiley Balckwell</i>	3%
16	Final exams		<b>Form of Assessment :</b> Project Results Assessment / Product Assessment				30%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	21.5%
2.	Project Results Assessment / Product Assessment	55%
3.	Test	23.5%
		100%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.

4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.