



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>												
Development Studies Communication	7020103033		T=3 P=0 ECTS=4.77	5	July 18, 2024												
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>												
	.....		.....		Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom.												
<b>Learning model</b>	Case Studies																
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	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
<b>Short Course Description</b>	Examining the substance of development theory, principles, basic designs, communication planning models for development studies as well as information and communication technology and the diffusion of 13 innovations as a means of identifying and resolving development problems using lecture, discussion and case study analysis methods.																
<b>References</b>	<b>Main :</b>																
	<ol style="list-style-type: none"> <li>1. Lennie, J. and Tacchi, J. 2013.Evaluating Communication for Development: A Framework for Social Change. London: Routledge. 2.</li> <li>2. Mefalopulos, P. 2008.Development Communication Sourcebook: Broadening the Boundaries of Communication. Washington D.C.: The World Bank.</li> <li>3. Melkote, S. and Steeves, H. 2005.Communication for Development in the Third World: Theory and Practice for Empowerment, 2nd edition. New Delhi: Sage Publication India Pvt Ltd.</li> <li>4. Saebani, B. 2016. Sosiologi Pembangunan. Bandung: Pustaka Setia.</li> <li>5. Wilkins, K., Tufte, T., and Obregon, R. 2014. The Handbook of Development Communication and Social Change. New Jersey: Wiley-Blackwell.</li> </ol>																
	<b>Supporters:</b>																
<b>Supporting lecturer</b>	Tsuroyya, S.S., M.A. Gilang Gusti Aji, S.I.P., M.Si.																
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>										
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>												
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)										

1	- Understand the definition of the third world, development, empowerment, and development communication - Identify the scope of development	- Explain the definition of the third world, development, empowerment, and development communication - Understand the scope of development	<b>Criteria:</b> understanding of the third world, empowerment, development communication, and the scope of development	- Lecture - Discussion 3 X 50			0%
2	Distinguish the characteristics of each development communication approach	- Identify the characteristics of each development communication approach	<b>Criteria:</b> Use and benefits of development communication approaches	- Lecture - Discussion - Analysis of 3 X 50 case studies			0%
3	Understand modernization theory	Explains modernization theory by Harrod Domar, Max Webber, David McClelland, WW Rostow, and Bert F. Hoselitz	<b>Criteria:</b> The suitability of modernization theory and current social problems	- Lecture - Discussion 3 X 50			0%
4	Distinguishing dominant modernization applications in development aspects	Identifying dominant modernization applications in development aspects	<b>Criteria:</b> Development modernization applications with relevant issues	- Lecture - Discussion - Presentation 3 X 50			0%
5	Understanding the modernization process in the third world using a communication approach	Explaining the process of modernization in the third world using a communication approach	<b>Criteria:</b> Analysis of third world modernization and relevant communication approaches	- Lecture - Discussion 3 X 50			0%
6	Understand dependency theory	Explains the basic concepts of dependency theory which includes history, development in third world countries, the impact and criticism of dependency theory	<b>Criteria:</b> Case study analysis and appropriate dependency theory	- Lecture - Discussion - Analysis of 3 X 50 case studies			0%
7	Understand the basic concepts of human development theory	Explains the basic concepts of human development theory which includes definitions, development directions, empowerment, cooperation and equality	<b>Criteria:</b> Comparison of the development of third world countries with development theory	- Lecture - Discussion 3 X 50			0%
8	Mastering the material for meetings 1 - 7	Explain, compare and analyze UTS questions	<b>Criteria:</b> Accuracy in answering questions about UTS	3 X 50 test			0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### Notes

1. **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.
2. **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.
3. **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** ability in the process and student learning outcomes are specific and measurable statements that identify the ability 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.