



**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
Communication Research Methods	7020103050		T=3	P=0	ECTS=4.77	4	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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<b>Learning model</b>	<b>Project Based Learning</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																		
	<b>PLO-7</b>	Apply logical, critical, responsible and innovative thinking through the development of science and technology in their field of expertise.																																																	
	<b>Program Objectives (PO)</b>																																																		
	<b>PO - 1</b>	Able to develop concepts, rules and communication research processes. Using various quantitative and qualitative communication research methods with a mono-disciplinary approach																																																	
	<b>PLO-PO Matrix</b>																																																		
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-7</td> </tr> <tr> <td>PO-1</td> <td></td> </tr> </table>	P.O	PLO-7	PO-1																																														
P.O	PLO-7																																																		
PO-1																																																			
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																			
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2">P.O</td> <td colspan="16">Week</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																			
PO-1																																																			

<b>Short Course Description</b>	This course studies social research methods in general and communication research methods specifically for writing a thesis research proposal on communication phenomena. With lectures, discussions and assignments, students can prepare research proposals for their thesis and can carry out research simply according to the methods and theories studied.
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<b>References</b>	<b>Main :</b>	
		<ol style="list-style-type: none"> <li>1. Stake, Robert E. 2010. Qualitative Research: Studying How Things Work. New York: The Guilford Press</li> <li>2. Denzin, Norman K. and Lincoln, Yvonna S. 2005. Handbook of Qualitative Research. 3rd eds: Sage Pub</li> <li>3. Krippendorff, Klaus. 2004. Content Analysis: an Introduction to Its Methodology. California: SAGE Publication</li> </ol>
	<b>Supporters:</b>	

<b>Supporting lecturer</b>	Dr. Danang Tandyonomanu, S.Sos., M.Si. Putri Aisyiyah Rachma Dewi, S.Sos., M.Med.Kom. Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom. Fitri Norhabiba, S.I.Kom., M.I.Kom.
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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	<p>1.Students understand the aims and objectives of the course. Students agree to a study contract</p> <p>2.Students Understand Research Paradigms</p>	<p>1.Preparation of study contracts</p> <p>2.Understanding Research Paradigms</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Question and answer discussion lecture 3 X 50</p>	<p><b>Material:</b> Basic Concepts of Research <b>Literature:</b> Stake, Robert E. 2010. <i>Qualitative Research: Studying How Things Work.</i> New York: The Guilford Press</p>	2%
2	<p>1.Students understand the positivist, constructivist and critical paradigms</p> <p>2.Students Can Discover Communication Phenomena</p>	<p>1.Able to explain differences in front of the class</p> <p>2.Able to recognize positivistic and constructivist problems</p> <p>3.Able to explain communication phenomena</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>	<p>discussion lecture 3 X 50</p>	<p><b>Material:</b> Positivist, constructivist and critical paradigms <b>References:</b> Krippendorff, Klaus. 2004. <i>Content Analysis: an Introduction to Its Methodology.</i> California: SAGE Publications</p>	2%
3	<p>1.Students understand how to explain communication theory maps</p> <p>2.Students are able to find communication problems</p> <p>3.Students are able to analyze the significance of research</p>	<p>1.Able to explain the map of communication theory</p> <p>2.Able to recognize the development of communication research theories and studies</p> <p>3.Able to create research background, problem formulation, research objectives, research benefits</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>	<p>discussion lecture 3 X 50</p>	<p><b>Material:</b> Positivist, constructivist and critical paradigms <b>References:</b> Krippendorff, Klaus. 2004. <i>Content Analysis: an Introduction to Its Methodology.</i> California: SAGE Publications</p>	2%
4	<p>1.Students understand the concepts, differences, examples of quantitative and qualitative research methods</p> <p>2.Communication Participant Research Methods</p> <p>3.Media and Message Research Methods</p>	<p>1.Able to explain the differences in ontology, epistemology, axiology between quantitative and qualitative research</p> <p>2.Able to explain the research procedures for each method</p> <p>3.Able to identify Communication Participant Research methods</p> <p>4.Able to identify media and message research methods</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>	<p>practical lecture 3 X 50</p>	<p><b>Material:</b> Concepts, differences between quantitative and qualitative research methods <b>References:</b> Denzin, Norman K. and Lincoln, Yvonna S. 2005. <i>Handbook of Qualitative Research.</i> 3rd eds: Sage Pub</p>	2%
5	<p>1.Students understand the stages of communication research</p> <p>2.Students can use the case study research method</p>	<p>1.Able to explain the reasons for choosing a method</p> <p>2.Able to explain the research procedures for each method</p> <p>3.Able to use case study research methods</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>	<p>practical lecture 3 X 50</p>	<p><b>Material:</b> Communication research stage <b>References:</b> Krippendorff, Klaus. 2004. <i>Content Analysis: an Introduction to Its Methodology.</i> California: SAGE Publications</p>	2%

6	1.Students understand models and examples of communication research using phenomenology 2.Students understand models and examples of communication research using ethnography	1.Able to explain the reasons for choosing a method using Phenomenology 2.Able to explain communication research procedures using ethnography	<b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	practical lecture 3 X 50		<b>Material:</b> Communication research model with framing analysis <b>References:</b> <i>Krippendorff, Klaus. 2004. Content Analysis: an Introduction to Its Methodology. California: SAGE Publications</i>	6%
7	1.Students understand models and examples of communication research using phenomenology 2.Students understand models and examples of communication research using ethnography	1.Able to explain the reasons for choosing a method using Phenomenology 2.Able to explain communication research procedures using ethnography	<b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance	practical lecture 3 X 50		<b>Material:</b> Communication research model with framing analysis <b>References:</b> <i>Krippendorff, Klaus. 2004. Content Analysis: an Introduction to Its Methodology. California: SAGE Publications</i>	10%
8	UTS		<b>Form of Assessment :</b> Test	3 X 50			10%
9	Students understand models and examples of communication research using Roland Barthes' semiotic analysis	able to explain the research procedures of each method	<b>Form of Assessment :</b> Participatory Activities	written test 3 X 50		<b>Material:</b> Communication research using Roland Barthes' semiotic analysis. <b>Reference:</b> <i>Krippendorff, Klaus. 2004. Content Analysis: an Introduction to Its Methodology. California: SAGE Publications</i>	2%
10	Students understand models and examples of communication research using framing analysis	able to explain the research procedures of each method	<b>Form of Assessment :</b> Participatory Activities	lecture, practice 3 X 50		<b>Material:</b> Communication research using semiotic analysis Charles Sanders Pierce <b>References:</b> <i>Krippendorff, Klaus. 2004. Content Analysis: an Introduction to Its Methodology. California: SAGE Publications</i>	2%
11	students understand models and examples of communication research using discourse analysis	able to explain the research procedures of each method	<b>Form of Assessment :</b> Participatory Activities	lecture, practice 3 X 50		<b>Material:</b> Research procedures for each method <b>References:</b> <i>Denzin, Norman K. and Lincoln, Yvonna S. 2005. Handbook of Qualitative Research. 3rd eds: Sage Pub</i>	2%

12	students understand models and examples of communication research with Receptions Analysis	able to explain the research procedures of each method	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	lecture, practice 3 X 50		<b>Material:</b> Communication research using phenomenology <b>References:</b> <i>Stake, Robert E. 2010. Qualitative Research: Studying How Things Work. New York: The Guilford Press</i>	15%
13	students understand models and examples of communication research with Communication Networks and Audits	able to explain the research procedures of each method	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	lecture, practice 3 X 50		<b>Material:</b> Communication research using phenomenology <b>References:</b> <i>Stake, Robert E. 2010. Qualitative Research: Studying How Things Work. New York: The Guilford Press</i>	10%
14	students understand models and examples of communication research with social media analytics	able to explain the research procedures of each method	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment	lecture, practice 3 X 50		<b>Material:</b> Communication research using ethnography <b>References:</b> <i>Stake, Robert E. 2010. Qualitative Research: Studying How Things Work. New York: The Guilford Press</i>	10%
15	Project Presentation	able to explain the research procedures of each method	<b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	lecture, practice 3 X 50		<b>Material:</b> Communication research using network analysis and communication audits <b>References:</b> <i>Denzin, Norman K. and Lincoln, Yvonna S. 2005. Handbook of Qualitative Research. 3rd eds: Sage Pub</i>	10%
16	Project Presentation	able to explain the research procedures of each method	<b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test	lecture, practice 3 X 50		<b>Material:</b> Communication research using network analysis and communication audits <b>References:</b> <i>Denzin, Norman K. and Lincoln, Yvonna S. 2005. Handbook of Qualitative Research. 3rd eds: Sage Pub</i>	13%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	33.5%
2.	Project Results Assessment / Product Assessment	42%
3.	Practice / Performance	8%
4.	Test	16.5%
		100%

## 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** 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.