	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
Media and Social Change	7020103046		T=3	P=0	ECTS=4.77	6	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	Project Based Learning

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-8	Able to collaborate, develop networks and evaluate performance.
	Program Objectives (PO)	
	PO - 1	Students are able to evaluate media products and their relationship to social change independently
	PO - 2	Students are able to develop media innovation and its relation to social change digitally through conventional channels
	PLO-PO Matrix	

P.O	PLO-8
PO-1	
PO-2	

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																

Short Course Description	As a social institution, the media cannot be seen simply as a distributor of information. More than that, media is an important element in social processes, some even see it as a trigger for social change. This course examines the strategic role of the media in various life issues, such as education, health, economics, politics, etc. using lecture methods, discussions and case study analysis.

References	**Main :**
	1. Prasad, K. (ed.). (2013). New Media and Pathways to Social Change: Shifting Development Discourses . Delhi: B.R. Publishing Corporation. 2. Della Porta, D., and Diani, M. (2006). Social Movements: An Introduction . Malden: Blackwell. 3. Berenger, R.D. (ed.). (2013). Social Media Go to War: Rage, Rebellion, and Revolution in the Age of Twitter . Spokane: Marquette. 4. Maryani, E. (2011). Media dan Perubahan Sosial . Bandung: Remaja Rosdakarya 5. McQuail, Denis. 2011. Teori Komunikasi Massa McQuail, Edisi 6 Buku 6. Jakarta: Salemba Humanika
	Supporters:

Supporting lecturer	Muhammad Danu Winata, S.Sos, M.A., M.Si (Han).

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	Explaining the Role of Media in Society	1.Know the patterns and methods of lectures 2.Understand the urgency of social change issues 3.Discuss the role of the media	**Form of Assessment** : Participatory Activities	Discussion Lecture 3 X 50	Discussion Lecture 3 X 50	**Material:** Explaining the Role of Media in Society **Literature:** *Prasad, K. (ed.). (2013). New Media and Pathways to Social Change: Shifting Development Discourses. Delhi: BR Publishing Corporation.*	2%
2	Explaining the Role of the Media in Environmental Issues	1.Defining Environmental Journalism Tracking the development of the media's role in environmental issues 2.Discuss the role of journalists in environmental conservation	**Criteria:** Measures understanding with a maximum score of 100 **Form of Assessment** : Participatory Activities, Tests	· Lecture · Presentation · Discussion 6 X 50	Discussion Lecture 3 X 50	**Material:** Explaining the Role of the Media in Environmental Issues **Bibliography:** *Prasad, K. (ed.). (2013). New Media and Pathways to Social Change: Shifting Development Discourses. Delhi: BR Publishing Corporation.*	2%
3	Explaining the Role of the Media in Environmental Issues	Defining Environmental Journalism Tracking the development of the media's role in environmental issues Discussing the role of journalists in environmental conservation	**Criteria:** Evaluate media products through systematic analysis, maximum score is 100 **Form of Assessment** : Participatory Activities	· Lecture · Presentation · Discussion 6 X 50		**Material:** Explaining the Role of the Media in Environmental Issues **Bibliography:** *Berenger, RD (ed.). (2013). Social Media Go to War: Rage, Rebellion, and Revolution in the Age of Twitter. Spokane: Marquette.*	3%
4	Explain the role of the media in conflict events	Explaining the relationship between media and conflict. Examining the Media's Obligations in building Community Integration. Discussing media practices in war	**Criteria:** Measures understanding with a maximum score of 100 **Form of Assessment** : Participatory Activities	Discussion Presentation 3 X 50		**Material:** Explaining the Role of the Media in conflict events **Reference:** *Berenger, RD (ed.). (2013). Social Media Go to War: Rage, Rebellion, and Revolution in the Age of Twitter. Spokane: Marquette.*	3%

5	Explain the role of the media in conflict events	Explaining the relationship between media and conflict. Examining the Media's Obligations in building Community Integration. Discussing media practices in war	**Criteria:** Measures understanding with a maximum score of 100 **Form of Assessment** : Participatory Activities	Discussion Presentation 3 X 50		**Material:** Explaining the Role of the Media in conflict events **Reference:** *Berenger, RD (ed.). (2013). Social Media Go to War: Rage, Rebellion, and Revolution in the Age of Twitter. Spokane: Marquette.* **Material:** Media and conflict **References:** *Berenger, RD (ed.). (2013). Social Media Go to War: Rage, Rebellion, and Revolution in the Age of Twitter. Spokane: Marquette.*	2%
6	Explaining the Role of Media in Education	Explaining the relationship between media and education Examining the media's obligations in educating society Discussing media practices in educating society	**Criteria:** Carrying out systematic analysis, maximum score is 100 **Form of Assessment** : Participatory Activities	Discussion Presentation 6 X 50		**Material:** Explaining the Role of Media in Education **Library:** *Maryani, E. (2011). Media and Social Change. Bandung: Rosdakarya Youth*	2%
7	Explaining the Role of Media in Education	Explaining the relationship between media and education Examining the media's obligations in educating society Discussing media practices in educating society	**Criteria:** Evaluate media products through systematic analysis, maximum score is 100 **Form of Assessment** : Participatory Activities	Discussion Presentation 6 X 50		**Material:** Explaining the Role of Media in Education **Library:** *Maryani, E. (2011). Media and Social Change. Bandung: Rosdakarya Youth*	3%
8	Sub Summative Exam	Measure understanding with a written test, maximum score is 100	**Criteria:** Maximum value 100 **Form of Assessment** : Test	3 X 50			15%
9	Explaining the Role of Media in Health	Explaining the relationship between media and health. Explaining health campaigns. Discussing media practices in health education	**Criteria:** Develop a health campaign concept **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lecture Discussion Presentation 3 X 50		**Material:** Explaining the Role of the Media in Health **Literature:** *McQuail, Denis. 2011. McQuail's Mass Communication Theory, 6th Book Edition*	2%
10	Explaining the Role of Media in Health	Producing media products related to health education	**Criteria:** Maximum value 100 **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture Discussion Presentation 3 X 50		**Material:** Explaining the Role of the Media in Health **Literature:** *McQuail, Denis. 2011. McQuail's Mass Communication Theory, 6th Book Edition*	3%

No							
11	students are able to design and produce political content	Able to prepare political content proposals	**Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Pre production		**Material:** Political movements **References:** *Della Porta, D., and Diani, M. (2006). Social Movements: An Introduction. Malden: Blackwell.*	3%
12	Able to produce political content	Able to manage the content production process	**Criteria:** 5 **Form of Assessment** : Project Results Assessment / Product Assessment	Production		**Material:** Political movements **References:** *Della Porta, D., and Diani, M. (2006). Social Movements: An Introduction. Malden: Blackwell.*	5%
13	Able to produce political content	Able to manage the content post-production process	**Criteria:** 3 **Form of Assessment** : Project Results Assessment / Product Assessment	Post-production		**Material:** Political movements **References:** *Della Porta, D., and Diani, M. (2006). Social Movements: An Introduction. Malden: Blackwell.*	5%
14		Able to get clients for social content	**Form of Assessment** : Project Results Assessment / Product Assessment	Client pitching and pre-production			5%
15	Produce industry standard content	Able to carry out production to post-production	**Forms of Assessment** : Project Results Assessment / Product Assessment, Practical Assessment	Production and post-production		**Material:** Content production **References:** *Della Porta, D., and Diani, M. (2006). Social Movements: An Introduction. Malden: Blackwell.*	10%
16	Hold media production work	Hold media production work	**Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment			**Material:** Media and social development **References:** *Della Porta, D., and Diani, M. (2006). Social Movements: An Introduction. Malden: Blackwell.*	35%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	36%
2.	Project Results Assessment / Product Assessment	43%
3.	Practical Assessment	5%
4.	Test	16%
		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.