



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																																																			
Science phylosophy	7020102086	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	July 17, 2024																																																			
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																				
				Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom.																																																				
Learning model	Case Studies																																																									
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																									
	Program Objectives (PO)																																																									
	PO - 1	Understand the relationship between knowledge, knowledge, and philosophy of science																																																								
	PLO-PO Matrix																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="6"></td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td colspan="6"></td> </tr> </table>						P.O							PO-1																																											
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PO Matrix at the end of each learning stage (Sub-PO)																																																										
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">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><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																																																										
Short Course Description	Basic and deep-rooted understanding of the conception of science, mapping of science, knowledge and truth, neutrality, benefits and impact of science on life. It also examines the meaning, implications and implementation of the philosophy of science for scientific and educational development with an emphasis on issues of logic and scientific methodology.																																																									
References	Main :																																																									
	<ol style="list-style-type: none"> 1. Pramono, Made, dkk, 2005, Filsafat Ilmu (Kajian Ontologi, Epistemologi, dan Aksiologi) , Unesa Unipress, Surabaya. 2. Pramono, Made, E-learning Filsafat Ilmu : http://elearning.unesa.ac.id 3. Kuipers, Theo A.F., (ed.), 2007, Handbook o f The Philosophy o f Science: General Philosophy o f Science - Focal Issues , Elsevier BV, Netherlands. 4. Endraswara, Suwardi, 2012, Filsafat Ilmu: Konsep, Sejarah, dan Pengembangan Metode Ilmiah , Yogyakarta: CAPS. 5. Prawironegoro, Darsono, 2010, Filsafat Ilmu: Kajian tentang Pengetahuan yang Disusun Secara Sistematis dan Sistemik dalam Membangun Ilmu Pengetahuan , Jakarta: Nusantara Consulting 6. Nina W. Syam. 2013. Model-Model Komunikasi. Bandung: Simbiosia 7. Thomas S. Kuhn. 2005. The Structure of Scientific Revolutions (Peran Paradigma Dalam Revolusi Sains). Bandung: Rosda 8. Nina W. Syam. 2013. Filsafat Sebagai Akar Komunikasi. Bandung: Simbiosia 																																																									
	Supporters:																																																									
Supporting lecturer	Dr. Danang Tandyonomanu, S.Sos., M.Si. Awang Dharmawan, S.Ikom., M.A.																																																									
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	Ability to identify the meaning, scope of discussion, history, and position of the philosophy of science.	<ol style="list-style-type: none"> 1. Students are able to explain the meaning of the philosophy of science. 2. Students are able to identify the scope of discussion of the philosophy of science. 3. Students are able to explain the history of the development of the philosophy of science. 4. Students are able to identify the position of philosophy of science among other sciences and communication science. 	<p>Criteria: Student participation in class</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures and questions and answers Group discussions Slide and film screenings Online lectures and interactions 2 X 50		<p>Material: introduction</p> <p>Bibliography: Thomas S. Kuhn. 2005. <i>The Structure of Scientific Revolutions (The Role of Paradigms in Scientific Revolutions)</i>. Bandung: Rosda</p>	5%
2	Ability to identify the meaning, scope of discussion, history, and position of the philosophy of science.	<ol style="list-style-type: none"> 1. Students are able to explain the meaning of the philosophy of science. 2. Students are able to identify the scope of discussion of the philosophy of science. 3. Students are able to explain the history of the development of the philosophy of science. 4. Students are able to identify the position of philosophy of science among other sciences and communication science. 	<p>Criteria: Student participation in class</p> <p>Form of Assessment : Participatory Activities</p>	Pulpit lectures and questions and answers Group discussions Slide and film screenings Online lectures and interactions 2 X 50		<p>Material: definition, scope of discussion, history and position of philosophy of science</p> <p>Reference: Endraswara, Suwardi, 2012, <i>Philosophy of Science: Concept, History and Development of Scientific Methods</i>, Yogyakarta: CAPS.</p>	5%
3	Students understand the ontology of communication, especially regarding the nature of the roots of communication as a science	-Students can explain what the essence of communication philosophy is - Students can explain the formal objects of communication philosophy	<p>Criteria: Student participation in class</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and questions and answers 2 X 50		<p>Material: Ontology of communication, especially regarding the nature of the roots of communication as a library science: Thomas S. Kuhn. 2005. <i>The Structure of Scientific Revolutions (The Role of Paradigms in Scientific Revolutions)</i>. Bandung: Rosda</p>	5%

4	Students understand the influence of social sciences on communication sciences	-Students can understand the history of the influence of social sciences such as sociology, anthropology and psychology on the formation of communication science	Criteria: Student participation in class Form of Assessment : Participatory Activities	Lectures and questions and answers 2 X 50		Material: the influence of social sciences on communication sciences Reference: <i>Endraswara, Suwardi, 2012, Philosophy of Science: Concepts, History and Development of Scientific Methods, Yogyakarta: CAPS.</i>	5%
5	Students understand the influence of social sciences on communication sciences	-Students can understand the history of the influence of social sciences such as sociology, anthropology and psychology on the formation of communication science	Criteria: Student participation in class Form of Assessment : Participatory Activities	Lectures and questions and answers 2 X 50		Material: the influence of social sciences on communication sciences References: <i>Kuipers, Theo AF, (ed.), 2007, Handbook of The Philosophy of Science: General Philosophy of Science - Focal Issues, Elsevier BV, Netherlands.</i>	5%
6	Students understand communication epistemology, especially starting from determining communication phenomena to the process of theorization efforts.	-students can explain the boundaries of communication phenomena - students can explain the phenomena that form communication theorization	Criteria: Student participation in class Form of Assessment : Participatory Activities	Lectures, presentations and questions and answers 2 X 50		Material: communication epistemology, especially starting from determining communication phenomena to the process of theorization efforts. References: <i>Kuipers, Theo AF, (ed.), 2007, Handbook of The Philosophy of Science: General Philosophy of Science - Focal Issues, Elsevier BV, Netherlands.</i>	5%
7	Students understand the seven paradigms of communication theory and relate them to mapping the phenomenon	-Students can explain the definition of a paradigm - Students can explain the mapping of communication paradigms	Criteria: the arguments presented Form of Assessment : Participatory Activities	Lectures, presentations and questions and answers 2 X 50		Material: seven paradigms of communication theory and connecting them with the mapping of the phenomenon. Reference: <i>Prawironegoro, Darsono, 2010, Philosophy of Science: Study of Knowledge Organized Systematically and Systemically in Building Science, Jakarta: Nusantara Consulting</i>	5%

8	Students are able to master the final skills from the 1st meeting to the 7th meeting.	Students can answer questions covering the material from meetings 1 to 7.	Criteria: exam answer results Form of Assessment : Test	2 X 50 exam		Material: uts Bibliography: <i>Kuipers, Theo AF, (ed.), 2007, Handbook of The Philosophy of Science: General Philosophy of Science - Focal Issues, Elsevier BV, Netherlands.</i>	20%
9	Students understand the relationship between social paradigms, communication paradigms and communication research approaches	-Students can understand the social paradigms that structure science -Students can explain the role of paradigms in communication approaches - Students can identify seven communication paradigms based on social paradigm groups	Criteria: Argumentation and presentation of discussion results Form of Assessment : Participatory Activities	Lectures, presentations and questions and answers 2 X 50		Material: relationship between social paradigms, communication paradigms and communication research approaches. Reference: <i>Prawironegoro, Darsono, 2010, Philosophy of Science: Study of Knowledge Organized Systematically and Systemically in Building Science, Jakarta: Nusantara Consulting</i>	5%
10	Students understand the relationship between theory and communication methods	-students can identify the theory and taxonomy (concept) of communication - students can identify the differences between ontology objects and axiology objects in communication theory -students can explain the role of theory in communication methods	Criteria: Arguments and opinions given after the discussion Form of Assessment : Participatory Activities	Lectures and questions and answers 2 X 50		Material: relationship between theory and communication methods References: <i>Kuipers, Theo AF, (ed.), 2007, Handbook of The Philosophy of Science: General Philosophy of Science - Focal Issues, Elsevier BV, Netherlands.</i>	5%
11	Scientific Method of Deductive Thinking	Discussion results	Criteria: Arguments and opinions given after the discussion Form of Assessment : Participatory Activities	lecture, discussion 60		Material: deductive Bibliography: <i>Prawironegoro, Darsono, 2010, Philosophy of Science: Study of Knowledge Organized Systematically and Systemically in Building Science, Jakarta: Nusantara Consulting</i>	5%
12	Scientific Method of Inductive Thinking	Discussion results	Criteria: the arguments presented Form of Assessment : Participatory Activities	lectures and discussions 60		Material: inductive Bibliography: <i>Prawironegoro, Darsono, 2010, Philosophy of Science: Study of Knowledge Organized Systematically and Systemically in Building Science, Jakarta: Nusantara Consulting</i>	5%

13	Limitations of the scientific method	Discussion results	Criteria: the arguments presented Form of Assessment : Participatory Activities	Lectures and discussions 60		Material: limitations of deductive and inductive methods Reference: <i>Nina W. Syam. 2013. Communication Models. Bandung: Symbiosis</i>	5%
14	Example of a case study in the philosophy of science	Discussion results	Criteria: Arguments and opinions given after the discussion Form of Assessment : Participatory Activities	Lectures and discussions 60		Material: case study Bibliography: <i>Prawironegoro, Darsono, 2010, Philosophy of Science: Study of Knowledge Organized Systematically and Systemically in Building Science, Jakarta: Nusantara Consulting</i>	5%
15	Example of a case study in the philosophy of science	Discussion results	Criteria: Arguments and opinions given after the discussion Form of Assessment : Participatory Activities	lectures and discussions 60		Material: Case study References: <i>Pramono, Made, et al, 2005, Philosophy of Science (Study of Ontology, Epistemology and Axiology), Unesa Unipress, Surabaya.</i>	5%
16	UAS	exam answer results	Criteria: Suitability of the answer to the question Form of Assessment : Test	Written test 60		Material: UAS Reference: <i>Kuipers, Theo AF, (ed.), 2007, Handbook of The Philosophy of Science: General Philosophy of Science - Focal Issues, Elsevier BV, Netherlands.</i>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	70%
2.	Test	30%
		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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.