



**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
Social Media Life	7020103103	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	5	April 28, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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<b>Learning model</b>	<b>Case Studies</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																																					
	<b>Program Objectives (PO)</b>																																																																																																					
	<b>PO - 1</b>	Able to apply their field of expertise and utilize science and technology to solve problems and be able to adapt to developments in social media																																																																																																				
	<b>PO - 2</b>	Master theoretical concepts in the field of digital media technologies in general and theoretical concepts specifically in the field of social media technology development, and be able to formulate procedural problem solving																																																																																																				
	<b>PO - 3</b>	Able to make the right decisions based on analysis of developments in new media technology, and able to provide guidance in choosing various social media alternatives, both independently and in groups																																																																																																				
	<b>PO - 4</b>	Responsible for one's own work and can be given responsibility for achieving the organization's work results																																																																																																				
	<b>PLO-PO Matrix</b>																																																																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4																																																																																															
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																						
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<b>Short Course Description</b>	This course discusses the definition of social media, the phenomenon of social media development, changes in habits due to social media, and virtual lifestyles on social media which have an influence on social change in society. This includes discussions about digital media, cyberspace and cyberculture, to virtual communities in everyday cases in society.
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<b>References</b>	<b>Main :</b>

1. Quesenberry, K. A. (2020). Social media strategy: Marketing, advertising, and public relations in the consumer revolution. Rowman & Littlefield Publishers
2. Lincoln, Susan Rice. (2009). Mastering Web 2.0 : transform your business using key website and social media tools. London: Kogan Page
3. van Dijk, Jan A. G. M. (2006). The Network Society Social Aspects of New Media Second edition. London: Sage Publication
4. Flew, Terry. (2014). New Media. Victoria: Oxford University Press
5. Gidding, Seth. (2011). The New Media and Technocultures Readers. New York: Routledge
6. Gane, Nicholas. (2008). New Media: The Key Concepts. The UK: Bloomsbury Academic
7. Rogers, Everett M. (1996). Communication Technologies. London: The Free Press Collier McMillan Publishing
8. Castells, Manuel. (2010). The Rise of Network Society. London: Blackwell Publishing

**Supporters:**

**Supporting lecturer** Herma Retno Prabayanti, S.E., M.Med.Kom.  
Puspita Sari Sukardani, S.T., M.Med.Kom.  
Mutiah, S.Sos., M.I.Kom.

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	Explains lecture plans and developments in Communication Technology, New Media and Social Media	Students are able to describe the development of communication technology and new media.	<p><b>Criteria:</b> Mind Mapping the Development of New Media and Social Media.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	3 X 50 Case Discussion		<p><b>Material:</b> New Media <b>Bibliography:</b> Flew, Terry. (2014). New Media. Victoria: Oxford University Press.</p> <p><b>Material:</b> New Media <b>Bibliography:</b> Gane, Nicholas. (2008). New Media: The Key Concepts. The UK: Bloomsbury Academic</p>	0%
2	Explain the definition and scope of New Media, Social Media Virtual Life, and Second Identity	Students are able to define "New Media," explain its characteristics, explain the concept of "Social Media Virtual Life" and detail the influence of social media in creating virtual life, and understand and explain the concept of "Second Identity" in the context of social media and its impact on individual identity.	<p><b>Criteria:</b> Explains the characteristics and scope of New Media as well as case studies regarding Virtual or Second Identity</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	3 X 50 Case Discussion		<p><b>Material:</b> Digital Village <b>Reference:</b> van Dijk, Jan AGM (2006). The Network Society Social Aspects of New Media Second edition. London: Sage Publications</p> <p><b>Material:</b> Network Society <b>Bibliography:</b> Castells, Manuel. (2010). The Rise of Network Society. London: Blackwell Publishing</p>	5%

3	Students can understand the concept of interactivity in new media, the concept of Social Media for Conversation, and the concept of dialogue to monologue.	Students are able to identify and detail the concept of interactivity in new media, understand the role of Social Media for Conversation, and analyze the shift from the concept of dialogue to monologue in the context of social media.	<p><b>Criteria:</b> Students can explain concepts and examples of interactivity cases in new media, social media, and in dialogue to monologue practice</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case Discussions and Lectures 3 X 50		<p><b>Material:</b> Technoculture <b>Bibliography:</b> <i>Gidding, Seth. (2011). The New Media and Technocultures Readers. New York: Routledge</i></p> <hr/> <p><b>Material:</b> Technological Developments <b>Literature:</b> <i>Rogers, Everett M. (1996). Communication Technologies. London: The Free Press Collier McMillan Publishing</i></p>	2%
4	Able to understand the concept of Communication Ethics in Social Media	Students are able to apply the concept of Communication Ethics in Social Media by understanding the relevant ethical principles and detailing their application in the context of social media use.	<p><b>Criteria:</b> Students are able to apply the concept of Communication Ethics in Social Media by understanding the relevant ethical principles and detailing their application in the context of social media use.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case Discussions and Lectures 3 X 50		<p><b>Material:</b> Concept of Social Media Ethics <b>References:</b> <i>Gane, Nicholas. (2008). New Media: The Key Concepts. The UK: Bloomsbury Academic</i></p> <hr/> <p><b>Material:</b> Social Aspects of Social Media <b>References:</b> <i>van Dijk, Jan AGM (2006). The Network Society Social Aspects of New Media Second edition. London: Sage Publications</i></p>	5%
5	Able to understand the concept and journey of Netizen Psychology	Students are able to analyze the concept and journey of Netizen Psychology by understanding behavioral patterns and psychological dynamics that involve internet users in social interactions and online media.	<p><b>Criteria:</b> Students are able to analyze the concept and journey of Netizen Psychology by understanding behavioral patterns and psychological dynamics that involve internet users in social interactions and online media.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case Discussions and Lectures 3 X 50		<p><b>Material:</b> Social Aspects of Social Media <b>References:</b> <i>van Dijk, Jan AGM (2006). The Network Society Social Aspects of New Media Second edition. London: Sage Publications</i></p> <hr/> <p><b>Material:</b> Social Media Characters <b>Bibliography:</b> <i>Gane, Nicholas. (2008). New Media: The Key Concepts. The UK: Bloomsbury Academic</i></p>	5%

6	Able to understand the definition of Cyber Community due to the presence of new media	Students are able to articulate the definition of Cyber Community and identify the impact of the presence of new media on the dynamics, structure and interactions within it.	<p><b>Criteria:</b> Explain the process of forming a Cyber Community due to the presence of new media</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case Discussions and Lectures 3 X 50		<p><b>Material:</b> Digital Social Community <b>Bibliography:</b> Castells, Manuel. (2010). <i>The Rise of Network Society</i>. London: Blackwell Publishing</p>	5%
7	Able to understand the concept of Social Media Ads. and Social Media Campaigns	Students are able to detail the concepts of Social Media Ads and Social Media Campaigns by understanding the strategy, objectives and impact in the context of social media marketing and campaigns.	<p><b>Criteria:</b> Explain the process and characteristics of Social Media Ads. and digital Social Media Campaigns</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case Discussions and Lectures 3 X 50		<p><b>Material:</b> Social Campaign <b>Reader:</b> Gane, Nicholas. (2008). <i>New Media: The Key Concepts. The UK: Bloomsbury Academic</i></p> <hr/> <p><b>Material:</b> Advertising in Social Media <b>References:</b> Quesenberry, KA (2020). <i>Social media strategy: Marketing, advertising, and public relations in the consumer revolution</i>. Rowman &amp; Littlefield Publishers</p>	2%
8	Midterm exam	Midterm exam	<p><b>Criteria:</b> Midterm exam</p> <p><b>Form of Assessment :</b> Test</p>	Midterm Exam 3 X 50		<p><b>Material:</b> UTS <b>References:</b> Quesenberry, KA (2020). <i>Social media strategy: Marketing, advertising, and public relations in the consumer revolution</i>. Rowman &amp; Littlefield Publishers</p>	15%
9	Able to understand the concepts of Social Bookmarking, Social Knowledge, Social Media Insights, and Crowdsourcing	Students can assess and apply the concepts of Social Bookmarking, Social Knowledge, Social Media Insights, and Crowdsourcing in the context of social media by understanding how they are used, benefits, and implications in various aspects of communication and knowledge.	<p><b>Criteria:</b> Explain the types and characters of Social Bookmarking, Social Knowledge, Social Media Insights, and Crowdsourcing</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case Discussions and Lectures		<p><b>Material:</b> Network Society <b>Bibliography:</b> Castells, Manuel. (2010). <i>The Rise of Network Society</i>. London: Blackwell Publishing</p> <hr/> <p><b>Material:</b> Crowdsourcing <b>Bibliography:</b> Quesenberry, KA (2020). <i>Social media strategy: Marketing, advertising, and public relations in the consumer revolution</i>. Rowman &amp; Littlefield Publishers</p>	5%

10	Understand the concepts of Geosocial, Live Video, Ratings, and Reviews	Students can assess and detail the concepts of Geosocial, Live Video, Ratings, and Reviews in the context of social media by understanding their significance, function, and impact on user interactions and the information conveyed.	<p><b>Criteria:</b> Presents examples of the use of Geosocial, Live Video, Ratings, and Reviews</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Case Discussions, Lectures, and Presentations		<p><b>Material:</b> Reviews and Ratings</p> <p><b>Bibliography:</b> <i>Quesenberry, KA (2020). Social media strategy: Marketing, advertising, and public relations in the consumer revolution. Rowman &amp; Littlefield Publishers</i></p>	2%
11	Understand the concepts of Geosocial, Live Video, Ratings, and Reviews	Students can assess and detail the concepts of Geosocial, Live Video, Ratings, and Reviews in the context of social media by understanding their significance, function, and impact on user interactions and the information conveyed.	<p><b>Criteria:</b> Presents examples of the use of Geosocial, Live Video, Ratings, and Reviews</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Case Discussions, Lectures, and Presentations		<p><b>Material:</b> Reviews and Ratings</p> <p><b>Bibliography:</b> <i>Quesenberry, KA (2020). Social media strategy: Marketing, advertising, and public relations in the consumer revolution. Rowman &amp; Littlefield Publishers</i></p>	15%
12	Understand the concepts of Content Marketing, Influencer Marketing, Social Care, and Social Selling	Students can assess and explain the concepts of Content Marketing, Influencer Marketing, Social Care, and Social Selling in social media with the ability to understand strategies, goals, and impacts in the context of marketing and online interactions.	<p><b>Criteria:</b> Presents case examples and analysis of Content Marketing, Influencer Marketing, Social Care, and Social Selling</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Case Discussions, Lectures, and Presentations		<p><b>Material:</b> Content in Social Media</p> <p><b>References:</b> <i>Quesenberry, KA (2020). Social media strategy: Marketing, advertising, and public relations in the consumer revolution. Rowman &amp; Littlefield Publishers</i></p> <hr/> <p><b>Material:</b> Technoculture</p> <p><b>Bibliography:</b> <i>Gidding, Seth. (2011). The New Media and Technocultures Readers. New York: Routledge</i></p>	0%
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14	Able to explain the concept of Integrating Social Media across Organizations by understanding and detailing examples of implementing social media integration in various organizations, including related strategies, benefits and challenges.	Students can demonstrate understanding of the concept of Integrating Social Media across Organizations by detailing examples of implementation, strategies, benefits and challenges involved in various types of organizations.	<p><b>Criteria:</b> Explains examples of Integrating Social Media across Organizations</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case Discussions and Lectures		<p><b>Material:</b> Communication through website <b>Bibliography:</b> <i>Lincoln, Susan Rice. (2009). Mastering Web 2.0: transform your business using key websites and social media tools. London: Kogan Page</i></p> <hr/> <p><b>Material:</b> Communication Technologies <b>Bibliography:</b> <i>Rogers, Everett M. (1996). Communication Technologies. London: The Free Press Collier McMillan Publishing</i></p>	2%
15	Able to explain the concept of Integrating Social Media across Organizations by understanding and detailing examples of implementing social media integration in various organizations, including related strategies, benefits and challenges.	Students can demonstrate understanding of the concept of Integrating Social Media across Organizations by detailing examples of implementation, strategies, benefits and challenges involved in various types of organizations.	<p><b>Criteria:</b> Explains examples of Integrating Social Media across Organizations</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Case Discussions and Lectures		<p><b>Material:</b> Communication through website <b>Bibliography:</b> <i>Lincoln, Susan Rice. (2009). Mastering Web 2.0: transform your business using key websites and social media tools. London: Kogan Page</i></p> <hr/> <p><b>Material:</b> Communication Technologies <b>Bibliography:</b> <i>Rogers, Everett M. (1996). Communication Technologies. London: The Free Press Collier McMillan Publishing</i></p>	2%
16	Final exams	Final exams	<p><b>Criteria:</b> Final exams</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Final exams		<p><b>Material:</b> Communication through website <b>References:</b> <i>Rogers, Everett M. (1996). Communication Technologies. London: The Free Press Collier McMillan Publishing</i></p> <hr/> <p><b>Material:</b> Technoculture <b>Bibliography:</b> <i>Gidding, Seth. (2011). The New Media and Technocultures Readers. New York: Routledge</i></p>	25%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	71.5%

2.	Project Results Assessment / Product Assessment	13.5%
3.	Test	15%
		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.