

Document Code

UN	ESA

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Courses			CODE					Cou	ırse F	amil	у	Cred	lit Wei	ght		SEME	STER	Co	mpilation te
Language and M	edia		7920203	287				Stu	dy Pro	ogran	1	T=3	P=0	ECTS=4	4.77		5	Jul	y 16, 2024
AUTHORIZATION	N		SP Deve	loper				- FIE	tive (se Clu	ster C	oordina	tor	Study	Progra	am Co	oordinator
												Purwai , M.Eli	ning Ha	artanti,		Dr. A	li Musto	ofa, S	.S., M.Pd.
Learning model	Project Based L	earnir	ng																
Program Learning Outcomes (PLO)	PLO study pro	Bein	that is char g able to dem ng, or risk tak	onstra	ate in	tegrat	tive an	d inde	epend or inte	lent th	ninking al eng	g, orig jagem	inality, ent	imagina	tion,	experir	mentatio	on, pro	oblem
(1 20)	Program Object	tives	(PO)																
	PO - 1		ble to genera ences through																
	PO - 2	Beinç langı	g able to app lage common	ly the	prined in t	ciples the m	of ap edia ir	propr dustr	iate I /.	angu	age ir	n diffe	rent ty	pes of n	nedia	conte	nt, with	a fo	cus on the
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	PLO-PO Matrix																		
			P.O PO-1 PO-2 PO-3		PL	.0-5													
	PO Matrix at th	e end	of each lea	rning	j sta	ge (S	ub-P	၁)											
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		Р	0-1																
		Р	0-2																
		P	O-3									<u> </u>							
Short Course Description	This course explosocial media, and All teaching learn method of learning	l vided ning a	production. I	n this	cours	se, sti	udents	s will d	evelo	p pra	ıctical	skills	in med	ia produ	ction	as wel	l às the	oretic	al learning
References	Main :																		
	2. Branston 3. Burton, C 4. Kellner, I and New	i, Gill., Graem Dougla York:	2014. Writing and Stafford, e. 2002. More is. 1995. Med Routledge. 2009. Adverti	Roy. Thar dia Cu	2010 n Mee lture:	The ets the Cultu	Media Eye: ıral St	a Stud an Int udies,	ents I roduc Iden	Book ction t tity ar	(5th e to Med nd Pol	ed). Lo dia Stu	ıdies (3	Brd ed). I	Londo	on: Arn	old.	noder	n . London
	Supporters:																		
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- 1. Hicks, W. (2013). English for journalists. Routledge. 2. Sullivan, L., Bennett, S., & Boches, E. (2012). Hey, Whipple, squeeze this: The classic guide to creating great ads. John Wiley & Sons. 3. Dille, F., & Platten, J. Z. (2008). The ultimate guide to video game
- writing and design. Lone Eagle.

 2. 4. Halvorson, K., & Rach, M. (2012). Content strategy for the Web: content strategy Web _p2. New Riders. 5. Rousseau, D. H., & Phillips, B. R. (2013). Storyboarding Essentials: SCAD Creative Essentials (How to Translate Your Story to the Screen for Film, TV, and Other Media). Watson-Guptill. 6. MacRury, Iain. 2009. Advertising. London and New York: Routledge.

Supporting lecturer

Lina Purwaning Hartanti, S.Pd., M.EIL. Silvy Cinthia Adelia, S.S., M.A.

Week	Final abilities of each	Evaluati	on	Lea Stude	elp Learning, rning methods, ent Assignments, estimated time]	Learning materials [References	Assessment Weight (%)
	(Sub-PŎ)	Indicator	Criteria & Form	Offline (offline)	Online (online)	1	J ()
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	1. 2.LLO 1 Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing articles that engage readers, and apply these skills to a project-based newspaper article. LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting mediacon tentin E nglish, andre flectontheroleoftechnol ogyincontemporarymedi apractice s. 3.LLO4 Being able to develop proficiency in skills related to mediarelated tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. 4.LLO8 Being able to enhance digital literacy skills through the use of technology for	overall writing style. • To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources. • To be able to plan and outline a project-based newspaper article, including choosing a topic, conducting research, and identifying potential sources. • To be ab letowriteanewspaperar ticlethatdemonstrates anunderstandingofthek eyeelementsofjournalist m, includingwritinganeng agingheadline, cra ft ingane ffe ctivelead, andincorporatingquote	Criteria: Criteria: Written Form: Rubric Form of Assessment : Project Results Assessment / Product Assessment	Lecturing, Discussion, Project 3 X 50	Lecturing, Discussion, Project	Material: Journalism Bibliography: Carroll, Brian 2014. Writing and Editing for Digital Media. London: Routledge.	5%

2. LLO 1 Being able to understand the Key elements of journalism, elements of		,			ı	1	ı	
	2	2.LLO 1 Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing articles that engage readers, and apply these skills to a project-based newspaper article. LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting mediacon tentin E nglish, andre fl ectontheroleoftechnol ogyincontemporarymedi apractice s. 3.LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. 4.LLO8 Being able to enhance digital literacy skills through the use of	and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism. • To be able to analyze and critique examples of journalistic writing, including newspaper articles and online news stories, focusing on the effectiveness of headlines, leads, and overall writing style. • To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources. • To be able to plan and outline a project-based newspaper article, including choosing a topic, conducting research, and identifying potential sources. • To be ab letowriteanewspaperar ticlethatdemonstrates anunderstandingofthek eyeelementsofjournalist m, includingwritinganeng agingheadline, cra ft ingane ffe ctivelead, andincorporatingquote sandothersourcematerial alintothearticl e. • To be able to reviseandeditthenew spaperarticle, fo cusingonclarity, accuracy, and style, andincorporating fe edback fr ompeersand /	Criteria: Written Form: Rubric Form of Assessment: Project Results Assessment / Product	Discussion, Project	Discussion,	Journalism Bibliography: Carroll, Brian. 2014. Writing and Editing for Digital Media. London:	5%

3	1. 2.LLO 1 Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing articles that engage readers, and apply these skills to a project-based newspaper article. LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting mediacon tentin E nglish, andre flectontheroleoftechnol ogyincontemporarymedi apractice s. 3.LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. 4.LLO8 Being able to enhance digital literacy skills through the use of technology for	■ To be able to identify and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism. ● To be able to analyze and critique examples of journalistic writing, including newspaper articles and online news stories, focusing on the effectiveness of headlines, leads, and overall writing style. ● To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources. ● To be able to plan and outline a project-based newspaper article, including choosing a topic, conducting research, and identifying potential sources. ● To be able towriteanewspaperar ticlethatdemonstrates anunderstandingofthek eyeelementsofjournalist m, includingwritinganeng agingheadline, craft ingane ffe ctivelead, andincorporatingquote sandothersourcematerial alintothearticle. ● To be able to reviseandeditthenew spaperarticle, fo cusingonclarity, accuracy, and style, andincorporating fe edback fr ompeersand / ortheinstructor	Criteria: Criteria: Written Form: Rubric Form of Assessment : Project Results Assessment / Product Assessment	Lecturing, Discussion, Project 3 X 50	Lecturing, Discussion, Project	Material: Journalism Bibliography: Carroll, Brian. 2014. Writing and Editing for Digital Media. London: Routledge.	5%

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4	1. 2.LLO 1 Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing articles that engage readers, and apply these skills to a project-based newspaper article. LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication	■ To be able to identify and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism. ■ To be able to analyze and critique examples of journalistic writing, including newspaper articles and online news stories, focusing on the effectiveness of headlines, leads, and overall writing style. ■ To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources. ■ To be able to plan and outline a project-based newspaper article, including choosing a topic, conducting research and identifying research.	Criteria: Criteria: Written Form: Rubric Form of Assessment: Project Results Assessment / Product Assessment	Lecturing, Discussion, Project 3 X 50	Lecturing, Discussion, Project	Material: Journalism Bibliography: Carroll, Brian. 2014. Writing and Editing for Digital Media. London: Routledge.	5%
	presenting media content, and reflect on the effectiveness of	project-based newspaper article, including choosing a					

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5	1. 2.LLO 1 Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing articles that engage readers, and apply these skills to a project-based newspaper article. LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting mediacon tentin English, andre flectontheroleoftechnologyincontemporarymedia apractice s. 3.LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. 4.LLO8 Being able to enhance digital literacy skills through the use of technology for	■ To be able to identify and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism. ■ To be able to analyze and critique examples of journalistic writing, including newspaper articles and online news stories, focusing on the effectiveness of headlines, leads, and overall writing style. ■ To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources. ■ To be able to plan and outline a project-based newspaper article, including choosing a topic, conducting research, and identifying potential sources. ● To be able towriteanewspaperar ticlethatdemonstrates anunderstandingofthek eyeelementsofjournalist m, includingwritinganeng agingheadline, cra ft ingane ffe ctivelead, andincorporatingquote sandothersourcematerial alintothearticle. ■ To be able to reviseandeditthenew spaperarticle, fo cusingonclarity, accuracy, and style, andincorporating fe edback fr ompeersand / ortheinstructor ■ To be able to practice in the properties of the properties	Criteria: Criteria: Written Form: Rubric Form of Assessment: Project Results Assessment / Product Assessment	Lecturing, Discussion, Project 3 X 50	Lecturing, Discussion, Project	Material: Journalism Bibliography: Carroll, Brian. 2014. Writing and Editing for Digital Media. London: Routledge.	5%

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6	1.	 To be able to identify and explain the key 	Criteria: Criteria: Written	Lecturing, Discussion.	Lecturing, Discussion,	Material: Journalism	5%
	2.LLO 1 Being able to	elements of journalism,	Form: Rubric	Project	Project	Bibliography:	
	understand the key	including news values,		3 X 50	1 Toject	Carroll. Brian.	
	elements of journalism,	news gathering	Form of	3 X 30		2014. Writing	
	including writing	techniques, and ethical considerations in	Assessment :			and Editing for	
	headlines, practicing	journalism. • To be able	Project Results			Digital Media.	
	interview skills, and	to analyze and critique	Assessment /			London:	
	planning and writing	examples of journalistic	Product			Routledge.	
	articles that engage	writing, including	Assessment				
	readers, and apply	newspaper articles and online news stories,					
	these skills to a project-	focusing on the					
	based newspaper	effectiveness of					
	article. LLO4 Being able	headlines, leads, and					
	to develop proficiency	overall writing style. • To be able to practice					
	in skills related to	interviewing techniques,					
	media-related tasks,	including developing					
	such as conducting	effective questions,					
	interviews, reporting	active listening, and					
	news, creating content	building rapport with sources. • To be able to					
	calendars, and	plan and outline a					
	presenting media	project-based					
	content, and reflect on	newspaper article,					
	the effectiveness of	including choosing a topic, conducting					
	these communication	research, and identifying					
	skills. LLO8 Being able	potential sources. • To					
	to enhance digital	be ab					
	literacy skills through	letowriteanewspaperar ticlethatdemonstrates					
	the use of technology	anunderstandingofthek					
	for researching, writing,	eyeelementsofjournalist					
	and presenting	m ,					
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	apractice s.	alintothearticl e. • To be able to					
	3.LLO4 Being able to	reviseandeditthenew					
	develop proficiency in	spaperarticle , fo					
	skills related to media-	cusingonclarity,					
	related tasks, such as	accuracy, and style , andincorporating fe		1		1	
	conducting interviews,	edback fr ompeersand /		1		1	
	reporting news, creating	ortheinstructor		1		1	
	content calendars, and						
	presenting media			1		1	
1	content, and reflect on			1		1	
	the effectiveness of these communication						
	skills.						
	4.LLO8 Being able to						
1	enhance digital literacy						
1	skills through the use of			1		1	
	technology for			1		1	

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7	1. 2.LLO 1 Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing articles that engage readers, and apply these skills to a project-based newspaper article. LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting mediacon tentin E nglish, andre flectontheroleoftechnol ogyincontemporarymedi apractice s. 3.LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. 4.LLO8 Being able to enhance digital literacy skills through the use of technology for	■ To be able to identify and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism. ■ To be able to analyze and critique examples of journalistic writing, including newspaper articles and online news stories, focusing on the effectiveness of headlines, leads, and overall writing style. ■ To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources. ■ To be able to plan and outline a project-based newspaper article, including choosing a topic, conducting research, and identifying potential sources. ■ To be able towriteanewspaperar ticlethatdemonstrates anunderstandingofthek eyeelementsofjournalist m, includingwritinganeng agingheadline, craft ingane ffe ctivelead, andincorporatingquote sandothersourcematerial alintothearticle. ■ To be able to reviseandeditthenew spaperarticle, fo cusingonclarity, accuracy, and style, andincorporating fe edback fr ompeersand / ortheinstructor	Criteria: Criteria: Written Form: Rubric Form of Assessment: Project Results Assessment / Product Assessment	Lecturing, Discussion, Project 3 X 50	Lecturing, Discussion, Project	Material: Journalism Bibliography: Carroll, Brian. 2014. Writing and Editing for Digital Media. London: Routledge.	5%

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9	Material from meeting 1 to 8	Written test	Criteria: Based on the right answers Form of Assessment: Test	written test 6 X 50		Material: Journalism Bibliography: Carroll, Brian. 2014. Writing and Editing for Digital Media. London: Routledge.	20%

10	1. 2.LLO 1 Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing articles that engage readers, and apply these skills to a project-based newspaper article. LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting mediacon tentin English, andre flectontheroleoftechnology incontemporarymedia apractice s. 3.LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. 4.LLO8 Being able to enhance digital literacy skills through the use of technology for	■ To be able to identify and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism. ■ To be able to analyze and critique examples of journalistic writing, including newspaper articles and online news stories, focusing on the effectiveness of headlines, leads, and overall writing style. ■ To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources. ■ To be able to plan and outline a project-based newspaper article, including choosing a topic, conducting research, and identifying potential sources. ■ To be able towriteanewspaperarticlethatdemonstrates anunderstandingofthek eyeelementsofjournalist m, includingwritinganeng agingheadline, cra ft ingane ffe ctivelead, andincorporatingquote sandothersourcematerial alintothearticle. ■ To be able to reviseandeditthenew spaperarticle, fo cusingonclarity, accuracy, and style, andincorporating fe edback fr ompeersand / ortheinstructor ■ To be able to reviseandeditthenew spaperarticle, fo cusingonclarity, accuracy, and style, andincorporating fe edback fr ompeersand / ortheinstructor ■ To be able to reviseandeditthenew spaperarticle, fo cusingonclarity, accuracy, and style, andincorporating fe edback fr ompeersand / ortheinstructor	Criteria: Criteria: Written Form: Rubric Form of Assessment: Project Results Assessment / Product Assessment	Lecturing, Discussion, Project 6 X 50	Lecturing, Discussion, Project	Material: conducting interviews, reporting news, creating content calendars, and presenting media content Reader: Burton, Graeme. 2002. More Than Meets the Eye: an Introduction to Media Studies (3rd ed). London: Arnold.	2%

11	1. 2.LLO 1 Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing articles that engage readers, and apply these skills to a project-based newspaper article. LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting mediacon tentin E nglish, andre fl ectontheroleoftechnol ogyincontemporarymedi apractice s. 3.LLO4 Being able to develop proficiency in skills related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. 4.LLO8 Being able to enhance digital literacy skills through the use of technology for	 To be able to identify and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism. To be able to analyze and critique examples of journalistic writing, including newspaper articles and online news stories, focusing on the effectiveness of headlines, leads, and overall writing style. To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources. To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources. To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources. To be able to practice including choosing a topic, conducting research, and identifying potential sources. To be able towriteanewspaperar ticlethwiteanewspaperar ticlethwiteanewspaperar ticlethiatdemonstrates anunderstandingofthek eyeelementsofjournalist m, includingwritinganeng agingheadline, craft ingane ffe ctivelead, andincorporatingquote sandothersourcematerial alintothearticle. To be able to reviseandeditthenew spaperarticle, fo cusingonclarity, accuracy, and style, andincorporating fe edback fr ompeersand / ortheinstructor 	Criteria: Criteria: Written Form: Rubric Form of Assessment: Project Results Assessment / Product Assessment	Lecturing, Discussion, Project 6 X 50	Lecturing, Discussion, Project	Material: conducting interviews, reporting news, creating content calendars, and presenting media content Reader: Burton, Graeme. 2002. More Than Meets the Eye: an Introduction to Media Studies (3rd ed). London: Arnold.	2%

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12	1. 2.LLO 1 Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing articles that engage readers, and apply these skills to a project-based newspaper article. LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting mediacon tentin E nglish, andre flectontheroleoftechnol ogyincontemporarymedi apractice s. 3.LLO4 Being able to develop proficiency in skills related to mediarelated tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. 4.LLO8 Being able to enhance digital literacy skills through the use of technology for	■ To be able to identify and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism. ■ To be able to analyze and critique examples of journalistic writing, including newspaper articles and online news stories, focusing on the effectiveness of headlines, leads, and overall writing style. ■ To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources. ■ To be able to plan and outline a project-based newspaper article, including choosing a topic, conducting research, and identifying potential sources. ■ To be able towriteanewspaperar ticlethatdemonstrates anunderstandingofthek eyeelementsofjournalist m, includingwritinganeng agingheadline, craft ingane ffe ctivelead, andincorporatingquote sandothersourcematerial alintothearticle. ■ To be able to reviseandeditthenew spaperarticle, fo cusingonclarity, accuracy, and style, andincorporating fe edback fr ompeersand / ortheinstructor ■ To be able to reviseandeditthenew spaperarticle, fo cusingonclarity, accuracy, and style, andincorporating fe edback fr ompeersand / ortheinstructor ■ To be able to reviseandeditthenew spaperarticle, fo cusingonclarity, accuracy, and style, andincorporating fe edback fr ompeersand / ortheinstructor	Criteria: Criteria: Written Form: Rubric Form of Assessment : Project Results Assessment / Product Assessment	Lecturing, Discussion, Project 6 X 50	Lecturing, Discussion, Project	Material: conducting interviews, reporting news, creating content calendars, and presenting media content Reader: Burton, Graeme. 2002. More Than Meets the Eye: an Introduction to Media Studies (3rd ed). London: Arnold.	2%

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13	1.	 To be able to identify 	Criteria:	Lecturing,	Lecturing,	Material:	2%
	2.LLO 1 Being able to	and explain the key elements of journalism,	Criteria: Written	Discussion,	Discussion,	conducting	
	understand the key	including news values,	Form: Rubric	Project	Project	interviews,	
	elements of journalism,	news gathering	Form of	6 X 50		reporting	
	including writing	techniques, and ethical				news, creating	
	headlines, practicing	considerations in	Assessment :			content	
	interview skills, and	journalism. • To be able	Project Results Assessment /			calendars,	
	planning and writing	to analyze and critique examples of journalistic	Product			and	
	articles that engage	writing, including	Assessment			presenting	
	readers, and apply	newspaper articles and	Assessment			media content	
	these skills to a project-	online news stories,				Reader:	
	based newspaper	focusing on the				Burton,	
	article. LLO4 Being able	effectiveness of headlines, leads, and				Graeme.	
	to develop proficiency	overall writing style. • To				2002. More Than Meets	
	in skills related to	be able to practice				the Eye: an	
		interviewing techniques,				Introduction to	
	media-related tasks,	including developing				Media Studies	
	such as conducting	effective questions, active listening, and				(3rd ed).	
	interviews, reporting	huilding rapport with				London:	
	news, creating content	building rapport with sources. • To be able to		1		Arnold.	
	calendars, and	plan and outline a					
	presenting media	project-based					
	content, and reflect on	newspaper article, including choosing a					
	the effectiveness of	topic, conducting					
	these communication	research, and identifying					
	skills. LLO8 Being able	potential sources. • To					
	to enhance digital	be ab letowriteanewspaperar					
	literacy skills through	ticlethatdemonstrates					
	the use of technology	anunderstandingofthek					
	for researching, writing,	eyeelementsofjournalist					
	and presenting	m ,					
	mediacon tentin E	includingwritinganeng agingheadline , cra ft					
	nglish, andre fl	ingane ffe ctivelead ,					
	ectontheroleoftechnol	andincorporatingquote					
	ogyincontemporarymedi	sandothersourcematerial					
	apractice s.	alintothearticl e. • To be					
	3.LLO4 Being able to	able to reviseandeditthenew					
	develop proficiency in	spaperarticle, fo					
	skills related to media-	cusingonclarity,					
	related tasks, such as	accuracy, and style ,					
	conducting interviews,	andincorporating fe edback fr ompeersand /					
	reporting news, creating	ortheinstructor					
	content calendars, and	5. 5. 5. 10 10 10 10 10 10 10 10 10 10 10 10 10					
	presenting media						
	content, and reflect on			1			
	the effectiveness of						
	these communication						
	skills.			1			
	4.LLO8 Being able to			1			
	enhance digital literacy						
	skills through the use of						
	technology for						
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14	1.	 To be able to identify and explain the key 	Criteria:	Lecturing,	Lecturing,	Material:	2%
	2.LLO 1 Being able to	elements of journalism,	Criteria: Written Form: Rubric	Discussion,	Discussion,	conducting	
	understand the key	including news values,	1 OIIII. IXUDIIC	Project	Project	interviews,	
	elements of journalism,	news gathering	Form of	6 X 50		reporting	
	including writing	techniques, and ethical	Assessment :			news, creating content	
	headlines, practicing	considerations in journalism. • To be able	Project Results			calendars,	
	interview skills, and	to analyze and critique	Assessment /			and	
	planning and writing	examples of journalistic	Product			presenting	
	articles that engage	writing, including	Assessment			media content	
	readers, and apply	newspaper articles and online news stories,				Reader:	
	these skills to a project-	focusing on the				Burton,	
	based newspaper	effectiveness of				Graeme.	
	article. LLO4 Being able	headlines, leads, and _				2002. More	
	to develop proficiency	overall writing style. • To be able to practice				Than Meets	
	in skills related to	interviewing techniques,				the Eye: an	
	media-related tasks,	including developing				Introduction to	
	such as conducting	effective questions,				Media Studies (3rd ed).	
	interviews, reporting	active listening, and building rapport with				London:	
	news, creating content	sources. • To be able to		1		Arnold.	
	calendars, and	plan and outline a				7 ii rioid.	
	presenting media	project-based					
	content, and reflect on	newspaper article, including choosing a					
	the effectiveness of	topic, conducting					
	these communication	research, and identifying					
	skills. LLO8 Being able	potential sources. • To					
	to enhance digital literacy skills through	be ab letowriteanewspaperar					
	the use of technology	ticlethatdemonstrates					
	for researching, writing,	anunderstandingofthek					
	and presenting	eyeelementsofjournalist m .					
	mediacon tentin E	includingwritinganeng					
	nglish, andre fl	agingheadline , cra ft					
	ectontheroleoftechnol	ingane ffe ctivelead ,					
	ogyincontemporarymedi	andincorporatingquote sandothersourcematerial					
	apractice s.	alintothearticl e. • To be					
	3.LLO4 Being able to	able to					
	develop proficiency in	reviseandeditthenew spaperarticle , fo					
	skills related to media-	cusingonclarity,					
	related tasks, such as	accuracy, and style,					
	conducting interviews,	andincorporating fe					
	reporting news, creating	edback fr ompeersand / ortheinstructor					
	content calendars, and	ora constructor					
	presenting media			1			
	content, and reflect on						
	the effectiveness of			1			
	these communication						
	skills.						
	4.LLO8 Being able to			1			
	enhance digital literacy			1			
	skills through the use of						
	technology for						
-					1	I	

15	1. 2.LLO 1 Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing articles that engage readers, and apply these skills to a project-based newspaper article. LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting mediacon tentin English, andre flectontheroleoftechnol ogyincontemporarymediapractice s. 3.LLO4 Being able to develop proficiency in skills related to mediarelated tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills. 4.LLO8 Being able to enhance digital literacy skills through the use of technology for	■ To be able to identify and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism. ● To be able to analyze and critique examples of journalistic writing, including newspaper articles and online news stories, focusing on the effectiveness of headlines, leads, and overall writing style. ● To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources. ● To be able to plan and outline a project-based newspaper article, including choosing a topic, conducting research, and identifying potential sources. ● To be able towriteanewspaperarticlethatdemonstrates anunderstandingofthek eyeelementsofjournalist m, includingwritinganeng agingheadline, craft ingane ffe ctivelead, andincorporatingquote sandothersourcematerial alintothearticle. ● To be able to reviseandeditthenew spaperarticle, fo cusingonclarity, accuracy, and style, andincorporating fe edback fr ompeersand / ortheinstructor ■ To be able to practice in the top of the	Criteria: Criteria: Written Form: Rubric Form of Assessment : Project Results Assessment / Product Assessment	Lecturing, Discussion, Project 6 X 50	Lecturing, Discussion, Project	Material: conducting interviews, reporting news, creating content calendars, and presenting media content Reader: Burton, Graeme. 2002. More Than Meets the Eye: an Introduction to Media Studies (3rd ed). London: Arnold.	3%
16	Material from meeting 10 to 15	written test	Criteria: Based on the right answers Form of Assessment: Project Results Assessment / Product Assessment, Test	written test 6 X 50		Material: conducting interviews, reporting news, creating content calendars, and presenting media content Reader: Burton, Graeme. 2002. More Than Meets the Eye: an Introduction to Media Studies (3rd ed). London: Arnold.	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage					
1.	Project Results Assessment / Product Assessment	65%					
2.	Test	35%					
		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.
- 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 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.
- 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.

 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.