

DESCRIPTION OF COURSE UNIT

according to the ECTS User's Guide 2015

Course unit title	Journalism Education
Course unit code	22010112E06
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Bachelor
Year of study when the course unit is delivered (if applicable) 2021/2022 Semester/trimester	4 th year
Semester/trimester when the course unit is delivered	Seventh Semester
Number of ECTS credits allocated	4.32 ECTS 3 credits equal to 4.32 ECTS. (1 ECTS = 27.5 hours per semester) In total 2.88×27.5 hours per semester = 118,8 hours per semester
Name of lecturer(s)	Angga Teguh Prastyo, S.Pd.I., M.Pd
Learning outcomes of the course unit	CLO-1: Able to Formulate Journalistic Theory CLO-2: Able to Compare criteria for journalistic writing, types of journalism, strategies for gathering journalistic information, use of journalism for educational institutions CLO-3: Able to Design Theory and Observation Techniques in Journalism: Observation Preparation, Observation Techniques, and Observation Ethics CLO-4: Able to Take Part in Implementation of Observations + Feedback on Observation Results CLO-5: Able to Design Interview Techniques in Journalism: Interview Preparation, Interview Techniques, and Interview Ethics CLO-6: Able to Take Part in Interview Implementation + Interview Results Feedback, Photography Theory and Techniques in Journalism: Photography preparation, photography techniques and photography ethics, Photography implementation + Photography Results Feedback, School/Madrasah Press Conference Theory, School/Madrasah Press Conference Practices + Feedback, Feature Theory / In Dept News Schools/Madrasahs, Practice of Making Features / In Dept News Schools/Madrasahs and Feedback In Dept

	News, Theory of Manuscript Editing: Understanding and Techniques for Manuscript Editing, Practice Editing Manuscripts + Feedback
Mode of delivery (face-to-face, distance learning)	Face to face
Prerequisites and co-requisites (if applicable)	
Course content	<ol style="list-style-type: none"> 1. Journalism Theory: Definition and Functions and Benefits of Journalism Education 2. Criteria for Journalistic Writing, Types of Journalism, Strategies for Gathering Journalistic Information, Use of Journalism for Educational Institutions 3. Observation Theory and Techniques in Journalism: Observation Preparation, Observation Techniques, and Observation Ethics 4. Implementation of Observations + Feedback on Observation Results 5. Interview theory and techniques in journalism: Interview preparation, interview techniques, and interview ethics 6. Conducting Interviews + Feedback on Interview Results 7. Photography Theory and Techniques in Journalism: Photography preparation, photography techniques, and photography ethics 8. Photography Implementation + Photography Results Feedback 9. School/Madrasah Press Conference Theory: Title Making Technique, Lead Making Technique, Sentence Making Technique, and Caption Making Technique 10. School/Madrasah Press Conference Practice + Input 11. Characteristic Theory / News in Schools/Madrasahs: Sentence Selection Techniques, Lead Making Techniques, Sentence Making Techniques, Caption Making Techniques, Data Integration, Research and Speaking Style 12. Practice making features/in the school/madrasah news section and feedback in the news section 13. Manuscript Editing Theory: Definition and Techniques of Manuscript Editing 14. Manuscript Editing Practice + Feedback
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Ermanto, E. (2005). <i>Menjadi Wartawan Handal dan Profesional</i>. Yogyakarta: Cinta Pena. 2. Sudiati, V., & Widyamartaya, A. (2005). <i>Menjadi wartawan muda</i>. Pustaka Widyatama. 3. Suhandang, Kustadi. (2004). <i>Pengantar Jurnalistik</i>. Bandung: Nuansa. 4. Tebba, Sudirman. (2005). <i>Jurnalistik Baru</i>. Jakarta: Kalam Indonesia. 5. Abrar, Ana Nadya. (1994). <i>Menulis Berita</i>. Yogyakarta: Universitas Atmajaya.

	<p>6. Ermanto, E. (2005). <i>Wawasan Jurnalistik Praktis</i>. Yogyakarta: Cinta Pena.</p> <p>7. Iswara, Luwi. (2005). <i>Catatan Jurnalistik Dasar</i>. Jakarta: Kompas.</p> <p>8. Panuju, Redi. (2005). <i>Nalar Jurnalistik</i>. Malang: Bayumedia.</p> <p>9. Romli, Asep Syamsul M. (2003). <i>Jurnalistik Praktis untuk Pemula</i>. Bandung: Remaja Rosdakarya.</p> <p>10. Santana, Septiawan. (2005). <i>Menulis Feature</i>. Bandung: Pustaka Bani Quraisy</p>
Planned learning activities and teaching methods	Lectures, Cooperative Learning, Collaborative Learning, Case Studies, Problem-Based Learning, Project-Based Learning
Language of instruction	Indonesian
Assessment methods and criteria	Observation, Written Test, Portfolio

DISCUSSION ASSESSMENT GUIDELINES

Course Name : _____

Name of Lecturer : _____

Departement : **Islamic Religious Education**

A. Assessment Rubric

No.	Assessment Criteria and Substances	Scoring and Indicators				
		1	2	3	4	5
1	Active Participation (25%)	Not participating in the discussion	Participation is minimal and irrelevant	Very minimal participation but quite relevant	Moderately active participation, but less relevant	Very active and relevant participation
2	Material Understanding (25%)	Not understanding the material	Very little understanding and unable to analyze the material	Good understanding but unable to analyze	Minimal understanding, but can analyze well	Excellent and thorough understanding and can analyze well.
3	Argumentative Ability (20%)	Unable to argue	Arguments are feeble and irrelevant	Good enough argument, but not relevant	Arguments are strong and relevant, but not yet able to defend their opinions.	Arguments are strong and relevant and can defend their opinions.
4	Listening Skills (15%)	Having no desire to listen	Occasional listening and often ignorance of surroundings	Good listening, but less responsive	Listened well and was responsive, but interrupted several times.	Excellent listening and responsiveness

5	Teamwork (15%)	Not cooperating with the group	Cooperates with certain group members but is passive	Actively cooperates with certain group members but refuses to cooperate with other group members	Actively cooperates with all group members but is less efficient	Actively collaborate with all group members and work together efficiently
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B. Compilation of Final Grade

The final score is obtained using the following formula:

Final score =

- s_i score is the score obtained by the student on the i -th task
- $Substances_i$ is the weight (in fractional form) of the i -th task
- The sum is done for all indicators, from indicators 1 to 5.

C. SCORING GUIDELINES

The scoring guidelines are as follows:

No.	Category	Value Range
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25

D. Assessment Sheet**DISCUSSION ASSESSMENT SHEET**

Student Name : _____

NIM : _____

Group Name : _____

Class : _____

Course Content : _____

Lecturer : _____

Assessment Date : _____

Ninth Meeting : _____

No.	Assessment Criteria and Substances	Checklist Column					Total Score
		1	2	3	4	5	
1	Active Participation (25%)						
2	Material Understanding (25%)						
3	Argumentative Ability (20%)						
4	Listening Skills (15%)						
5	Teamwork (15%)						
Total Final Score							
Grade to Letter Conversion							
Value Category							

Malang, _____

Lecturer

**MATRIX CALCULATION
FINAL COURSE SCORE
DEPARTMENT OF ISLAMIC EDUCATION**

A. Assessment Aspects

Assessment Aspect					
Cognitive (Substance 60%)				Affective (Substance 20%)	Psychomotor (Substance 20%)
Papers/Essay/ Articles/Book Review/Article Review/Portfo lio/Mind Map (Substance 20%)	Discussion/Pr esentation/Ob servation/Cas e Study/Project (Substance 20%)	Midterm Exams (Substance 30%)	Final Exams (Substance 30%)	Assessment of Attitude (Observation/Self- Assessment/Peer Assessment)	Practice

B. Final Course Score Calculation

$Na = \text{Cognitive Aspect Score (CA)} + \text{Affective Aspect Score (AA)} + \text{Psychomotor Aspect Score (PA)}$

$$Na = CA \left(\left(\text{Midterm Exam Score} \times \frac{30}{100} \right) + \left(\text{Final Exam Score} \times \frac{40}{100} \right) + \right. \\ \left. \text{Task Accumulation I} \left(\sum_{i=1}^n \text{Score}_{i1} \times \frac{15}{100} \right) + \right. \\ \left. \text{Task Accumulation I} \left(\sum_{i=1}^n \text{Score}_{i2} \times \frac{15}{100} \right) \right) \times \frac{60}{100} + AA \times \frac{20}{100} + PA \times \frac{20}{100}$$

Note: n = total task

1 = 1st score

C. Guidelines for Score Conversion

The scoring guidelines are outlined as follows:

No	Category	Grade
1	Excellent	86-100
2	Good	70-85
3	Average	50-69
4	Deficient	25-49
5	Unsatisfactory	<25