

**DESCRIPTION OF COURSE UNIT**  
according to the ECTS User's Guide 2015

Course unit title	News Writing Techniques
Course unit code	22010112E07
Type of course unit (compulsory, optional)	Optional
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 <sup>th</sup> 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 x 27.5 hours per semester = 118,8 hours per semester
Name of lecturer(s)	Angga Teguh Prastyo, S.Pd.I., M.Pd / Muhammad Tholib, M.Pd
Learning outcomes of the course unit	CLO-1: Able to analyze Introduction to News Writing Techniques, Select Newsworthy Events, Select and Search for News Sources, and Record information and important things in the news. CLO-2: Able to analyze techniques for making news outlines, concepts and practices for writing news headlines and selecting "word selection" in writing news content. CLO-3: Able to analyze the concepts and practices of writing strike news, deep news, journalistic features, figure profile news, advertisorial news. CLO-4: Able to Analyze News Management in Mass and Online Media as well as Ethics and Signs for Writing News.
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"> <li>1. Introduction to News Writing Techniques</li> <li>2. Selection of newsworthy events/events</li> <li>3. Selecting and Searching for News Sources</li> <li>4. Recording information and important things in the news</li> <li>5. News Framework Making Techniques</li> </ol>

	<ol style="list-style-type: none"> <li>6. Concepts and Practices of Writing Core News</li> <li>7. Selecting "word selection" in writing news content</li> <li>8. Concepts and Practices of Writing Strike News</li> <li>9. Concepts and Practices of Writing Deep News</li> <li>10. Concepts and Practices of Writing journalistic features</li> <li>11. Concept and Practice of Writing Figure Profile News</li> <li>12. Concept and Practice of Advertorial News Writing</li> <li>13. Reporting Management in Mass and Online Media</li> <li>14. 14. Ethics and Signs of Writing News</li> </ol>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. Samanho, A. Y., &amp; Islam, J. (2002). Panduan Praktis bagi Para Aktivis Muslim, Cet. Ke-1, <i>Jakarta: Harakah</i>.</li> <li>2. Salam, H. B. (2002). <i>Etika Sosial: Asas Moral dalam Kehidupan Manusia</i>. Rineka Cipta.</li> <li>3. Kurniawan, J. (1991). Ensiklopedi Pers Indonesia. <i>Jakarta: Gramedia Pustaka Utama</i>.</li> <li>4. Amar, M. D. (2020). Hukum Komunikasi Jurnalistik.</li> <li>5. Palapah, M. O., &amp; Syamsuddin, A. (1975). Studi Ilmu Publisistik. <i>Bandung: Fakultas Publisistik UNPAD</i>.</li> <li>6. Ridwan, M. (1992). Objektifitas Pemberitaan pada Surat Kabar Indonesia.</li> <li>7. J.W. Wahyudi. (1991). <i>Komunikasi Jurnalistik( Pengetahuan Praktis Bidang Kewartawanan , Suratkabar- Majalah, Radio dan Televisi</i>. Bandung: Alumni.</li> <li>8. Oeman, Toha Jahja. (1971). <i>Ilmu Dakwah</i>. Jakarta: Wijaya.</li> <li>9. Ahmad Y. Samanho. (2002). <i>Jurnalistik Islam</i>. Jakarta: penerbit harakah.</li> <li>10. Kertapati, Ton. (1986). <i>Dasar-Dasar Publisistik</i>. Jakarta: penerbit Bima Aksara.</li> <li>11. Arifin, Moch. Choirul. (2008). <i>Dasar Jurnalistik</i>. Surabaya.</li> <li>12. Arief, M. Chiorul. (2008). <i>Dasar Jurnalistik</i>.</li> <li>13. Mudlor, Achmad. <i>Etika dalam Islam</i>, (Surabaya: Al-iklas).</li> </ol>
Planned learning activities and teaching methods	Lecture, Cooperative, Case Study, Collaborative Pbl, Cooperative PBL, Project Based PjBL, Problem Based PBL.
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	<b>Active Participation</b> (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	<b>Material Understanding</b> (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	<b>Argumentative Ability</b> (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	<b>Listening Skills</b> (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

<b>5</b>	<b>Teamwork (15%)</b>	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	<b>Active Participation</b> (25%)						
2	<b>Material Understanding</b> (25%)						
3	<b>Argumentative Ability</b> (20%)						
4	<b>Listening Skills</b> (15%)						
5	<b>Teamwork</b> (15%)						
<b>Total Final Score</b>							
<b>Grade to Letter Conversion</b>							
<b>Value Category</b>							

Malang, \_\_\_\_\_

Lecturer

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

**A. Assessment Aspects**

<b>Assessment Aspect</b>					
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 = Cognitive Aspect Score (CA)+ Affective Aspect Score (AA)+ Psychomotor Aspect Score (PA)

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

Note: n = total task

I = 1<sup>st</sup> 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