

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

Course unit title	Journalism in Digital Literacy
Course unit code	22010112E09
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 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 dissect and determine journalism in digital literacy CLO-2: Able to distinguish and examine auditive electronic media journalism (radio broadcast and journalism), CLO-3: Able to inspect, Design and Compare Journalistic Characteristics of audiovisual media (television journalism) CLO-4: Able to Discover, Design and interpret Characteristics of cybermedia (cyber media) CLO-5: Able to Inference, determine, and Demonstrate internet media (internet media), and new media (new media) CLO-6: Able to Categorize and Measure the Duties and Functions of Online and digital media-based Journalism Managers
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. Basic concepts of journalism in digital literacy 2. Journalistic characteristics of auditive electronic media (radio broadcast and journalism), 3. Journalistic characteristics of audiovisual media (television journalism)

	<p>4. Characteristics of cybermedia (cyber media), internet media (internet media), and new media (new media),</p> <p>5. Duties and Functions of Online and digital media-based Journalism Managers</p> <p>6. Writing scripts in online media and digital media</p> <p>7. Journalistic language (langue of mass media) in online and digital media</p> <p>8. Photography Techniques and Practices in Digital Media- Based Journalism</p> <p>9. Techniques and Practices for Content Layout and Display of Online and Digital Media</p> <p>10. Techniques and Practices for Writing Straight News in Online and Digital Media</p> <p>11. Techniques and Practices for Writing headlines in Online and Digital Media (Headlines)</p> <p>12. Techniques and Practices for Writing Depth News Reports in Online and Digital Media</p> <p>13. Techniques and Practices for Writing Comprehensive News in Online and Digital Media</p> <p>14. Techniques and Practices for Writing Interpretative News in Online and Digital Media</p>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Prastyo, A. T. (2021). Nilai-Nilai Kosmopolitanisme Islam dalam Budaya Literasi Digital di Kalangan Santri Mahad IAIN Kediri. <i>LoroNG: Media Pengkajian Sosial Budaya</i>, 10(2), 159-168. 2. Prastyo, A. T. (2022). 10 Keilmuan IA Scholar sebagai Senjata Ampuh Menembus Jurnal Scopus: Batas sebagai Perspektif Penelitian Halaman 1 - Kompasiana.com. Kompasiana. https://www.kompasiana.com/anggauin0009/627c6a8cd8da797207711bf2/10-keilmuan-ia-scholar-sebagai-senjata-ampuh-menembus-jurnal-scopus-batas-sebagai-perspektif-penelitian 3. Prastyo, A. T. (2023). Terbit di Jurnal Scopus Open Access atau Closed Access? Tips dari Prof. Irwan Abdullah. Kompasiana.Com. https://www.kompasiana.com/anggauin0009/64eef1bd08a8b5690d007352/terbit-di-jurnal-scopus-open-access-atau-closed-access-tips-dari-prof-irwan-abdullah. 4. Prastyo, A. T. (2023). Tips Menentukan Topik Penelitian Sesuai Selera Jurnal Scopus oleh Prof. Irwan Abdullah. Kompasiana.Com. https://www.kompasiana.com/anggauin0009/648bc03e4d498a6f8414fe03/tips-menentukan-topik-penelitian-sesuai-selera-jurnal-scopus-oleh-prof-irwan-abdullah.

	<p>5. Laksono, Dandhy Dwi. (2010). <i>Jurnalisme Investigasi: Trik dan Pengalaman Para Wartawan Indonesia Membuat Liputan Investigasi di Media Cetak, Radio, dan Televisi</i>. Bandung: Kaifa.</p> <p>6. Ermanto. (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	Lecture, Group discussion, case study, collaborative Pbl, cooperative Pbl, Project Based Pbl, 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	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

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

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

Note: n = total task

I = 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