
 <b>LSPR Institute of</b> Communication & Business <small>The Leading Graduate School of Communication &amp; Business   ASEAN Global Campus</small> <b>MASTER PROGRAMME</b>		<b>INSTITUT KOMUNIKASI DAN BISNIS LSPR</b> <b>FAKULTAS PASCASARJANA</b> <b>PROGRAM STUDI MAGISTER ILMU KOMUNIKASI</b>			<b>DOCUMENT CODE</b> <b>RPS/PGP/S2/ODD/CS</b>
<b>SEMESTER LEARNING PLAN</b>					
<b>SUBJECT</b>	<b>CODE</b>	<b>MK Cluster</b>	<b>WEIGHT (credits)</b>	<b>SEMESTER</b>	<b>Date of Compilation</b>
Communication Studies	COM9211		3 credits	1	February 2022
<b>Authority/Approval</b>	<b>RPS Development Lecturer</b>		<b>RMK Coordinator</b>		<b>Head of Study Program</b>
	Dr. Rino Febrianno Boer		Dr. Rino Febrianno Boer		Dr. Andika Witono, MM
<b>Learning Outcomes</b>	<b>PLO - Study Program charged to the Subject</b>				
	PLO 1 – P2	K2 – Analyze various theories, concepts and models in the field of communication to conduct critical analysis or discuss various communication theories.			
	PLO 2 – GS 1	GS1 – Able to develop logical, critical, systematic, and creative thinking through scientific research, design creation, or works of art in the field of science and technology that pay attention to and apply humanities values in accordance with their field of expertise, compile scientific concepts and study results based on scientific rules, procedures and ethics in the form of a thesis or other equivalent form and uploaded on the			

		university's website, as well as papers that have been published in accredited scientific journals or accepted in international journals.
	PLO 3 – GS5	GS5 – Able to make decisions in the context of solving problems in the development of science and technology that pay attention to and apply humanities values based on analytical or experimental studies of information and data.;
	PLO 4 – S5	A5 – Respect the diversity of cultures, views, religions and beliefs, as well as the opinions or original findings of others;
	PLO 5 – SS3	SS3 – Able to contribute to the preparation of research roadmaps in the field of communication
<b>Course Learning Outcomes (CLO)</b>		
	CLO 1	<p><i>Students are able to deeply criticize various theories, concepts, and paradigms in communication studies, and discuss them reflectively in academic and practical contexts and are able to conducting comparative analysis of various schools of communication thought, and linking them to contemporary communication phenomena at the national and global levels and compiling them into a research roadmap in the field of communication.</i></p> <p><b>Related PLO codes:</b>   <b>GS1</b> – Able to develop logical, critical, systematic, and creative thinking through scientific research, design creation, or works of art in the field of science and technology that pay attention to and apply humanities values in accordance with their field of expertise, compile scientific concepts and study results based on scientific rules, procedures and ethics in the form of a thesis or other equivalent form and uploaded on the university's website, as well as papers that have been published in accredited scientific journals or accepted in international journals.</p>

		<p>✓ <b>SS3</b> – Able to contribute to the preparation of research roadmaps in the field of communication</p>
	CLO 2	<p><b>CLO 2:</b>  <i>Students are able to make decisions based on critical studies of data and information to solve complex communication problems by considering human values.</i></p> <p><b>Related PLO codes:</b></p> <p>✓ <b>GS5</b> – Able to make decisions in the context of solving problems in the development of science and technology that pay attention to and apply humanities values based on analytical or experimental studies of information and data.</p> <p>✓ <b>A5</b> – Respect the diversity of cultures, views, religions and beliefs, as well as the opinions or original findings of others;</p>
	CLO 3	<p><b>CLO 3:</b>  <i>Students are able to critically analyze various communication theories, concepts, and paradigms to study contemporary communication phenomena, as well as design and compile scientific works based on academic principles and scientific ethics that are relevant for scientific publication.</i></p> <p><b>Related PLO codes:</b></p> <p>✓ <b>K2</b> – Analyze various theories, concepts and models in the field of communication to conduct critical analysis or discuss various communication theories.</p> <p>✓ <b>GS1</b> – Able to develop logical, critical, systematic, and creative thinking through scientific research, design creation, or works of art in the field of science and technology that pay attention to and apply humanities values in accordance with their field of expertise, compile scientific concepts and study results</p>

		based on scientific rules, procedures and ethics in the form of a thesis or other equivalent form and uploaded on the university's website, as well as papers that have been published in accredited scientific journals or accepted in international journals.
<b>Final Competence of Each Learning Stage (Sub-CLO)</b>		

	<p><b>Meeting 1</b> Students are able to understand the learning process during this semester and begin to develop ideas about research based on different paradigms. <b>PLO Achieved: K2, GS1   CLO: 1, 3</b></p> <p><b>Meeting 2</b> Students are able to differentiate between each paradigm and begin to determine the tendency of paradigm selection according to their respective research directions and interests. <b>PLO Achieved: GS1, S5   CLO: 1, 2</b></p> <p><b>Meeting 3</b> Students are able to understand the helicopter view in communication studies based on the first four traditions in communication studies, namely rhetoric, semiotics, phenomenology, and cybernetics. <b>PLO Achieved: A5, GS5   CLO: 2, 3</b></p> <p><b>Meeting 4</b> Students are able to understand the helicopter view in communication studies based on the three second traditions in communication studies, namely sociopsychological, sociocultural, and critical. <b>PLO Achieved: A5, GS5   CLO: 2, 3</b></p> <p><b>Meeting 5</b> : Students are able to explain the latest research topics in the areas of corporate communication, political communication, and disaster and resilience management. <b>PLO Achieved: A5, A2   CLO: 1, 3</b></p> <p><b>Meeting 6</b> : Students are able to explain the latest research topics in the areas of marketing communication management, business communication management, and AI for sustainability communication. <b>PLO Achieved: A5, K2   CLO: 1, 3</b></p>
--	---

	<p><b>Meeting 7</b> Students are able to design the creation of an appropriate title and understand the creation of a background, formulation of research problems and research objectives which are the core of chapter 1. <b>PLO Achieved: GS1, GS5   CLO: 2</b></p> <p><b>Meeting 8 – Midterm Exam</b> Evaluation of understanding of the suitability between paradigm choices, traditions in communication research, and the title and background of the problem, as well as appropriate problem formulation. <b>PLO Achieved: GS5, A5   CLO: 2</b></p> <p><b>Meeting 9</b> Students are able to develop knowledge regarding mapping communication theory to begin determining the appropriate communication theory in the research design that will be carried out by combining traditions and communication elements. <b>PLO Achieved: K5   CLO: 3</b></p> <p><b>Meeting 10</b> : Students are able to explain various communication contexts, which also serve as a helicopter view in understanding the integration between communication theory and research. <b>PLO Achieved: K2, GS1   CLO: 1, 3</b></p> <p><b>Meeting 11</b> Students are able to formulate various theories and concepts appropriate for use according to the chronology of the formation of the theory or concept. <b>PLO Achieved: K2, GS5   CLO: 1, 2</b></p> <p><b>Meeting 12</b> Students are able to understand the journal article review process and begin preparing journal articles to be submitted to journal publishers. <b>PLO Achieved: GS1, SS3   CLO: 1, 3</b></p>
--	---

	<p><b>Meeting 13</b> Students are able to make presentations regarding thesis/non-thesis designs, especially for chapters 1 and 2, while also receiving input for their improvement. <b>PLO Achieved: GS1, SS3, GS5, A5, K2   CLO: 1, 2, and 3</b></p> <p><b>Meeting 14</b> Students are able to make presentations regarding thesis/non-thesis designs, especially for chapters 1 and 2, while also receiving input for their improvement. <b>PLO Achieved: GS1, SS3, GS5, A5, K2   CLO: 1, 2, and 3</b></p> <p><b>Meeting 15</b> Students are able to make presentations on thesis/non-thesis designs, especially for chapters 1 and 2, while also receiving input for improvement. <b>PLO Achieved: GS1, SS3, GS5, A5, K2   CLO: 1, 2, and 3</b></p> <p><b>Meeting 16 – Final Exam</b> Students are able to write chapters 1 and 2 while demonstrating their ability to integrate paradigms, traditions, research backgrounds, and research formulations coherently with journal articles and communication theories and concepts used in their thesis/non-thesis research. <b>PLO Achieved: GS1, SS3, GS5, A5, K2   CLO: 1, 2, and 3</b></p>
	<p><b>Correlation of PLO to Sub-CLO</b></p>

	<b>Sub-CLO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
	<b>PLO1</b>	√	√	√	√	√	√	√	Mid-term exam	√	√	√	√	√	√	√	Final Exam
	<b>PLO2</b>		√	√	√	√	√	√	Mid-term exam		√	√	√	√	√	√	Final Exam
	<b>PLO3</b>			√	√	√	√	√	Mid-term exam			√	√	√	√	√	Final Exam
	<b>PLO4</b>					√	√	√	Mid-term exam				√	√	√	√	Final Exam
	<b>PLO5</b>								Mid-term exam					√	√	√	Final Exam
<b>Brief Description of SUBJECT</b>	<p><b>This Communication Studies</b> course is designed to provide an in-depth discussion of theories, concepts, and paradigms in communication science, including their development and academic debates. Students are encouraged to understand the ontological, epistemological, methodological, and axiological foundations of various paradigms, as well as an introduction to communication traditions and contexts. The goal is to equip students with a solid theoretical and conceptual foundation for analyzing contemporary communication issues, particularly within a research context.</p> <p>This course emphasizes <b>theoretical and practical approaches</b>. Through a critical and reflective approach, students are trained to develop scientific thinking and relevant research designs. This course also encourages the development of an open</p>																

	attitude toward diverse perspectives and research findings. The end result is the ability to contribute to the development of a communication research roadmap with a humanistic and academic perspective.
<b>Study Material:</b> Learning materials	<p>1. Research paradigms, seven traditions in communication studies, and various communication contexts.</p> <ul style="list-style-type: none"> <li>• An in-depth introduction to various forms of research paradigms.</li> <li>• Deep understanding of the seven traditions in communication studies</li> <li>• The ability to recognize various communication contexts in everyday communication practice.</li> </ul> <p>Referensi:</p> <ul style="list-style-type: none"> <li>• Buku: Blaikie, N., &amp; Priest, J. (2017). Social research: Paradigms in action. Polity Press.</li> <li>• Buku : Littlejohn, S. W., Foss, K. A., &amp; Oetzel, J. G. (2021). Theories of human communication (12th ed.). Waveland Press</li> <li>• Chapter Buku: Craig, R. T. (1999). Communication theory as a field. Communication Theory</li> <li>• Jurnal: Elgeddawy, M., &amp; Abouraia, M. (2024, June). Pragmatism as a research paradigm. In Proceedings of the 23rd European Conference on Research Methodology for Business and Management Studies (ECRM 2024).</li> </ul> <p>2. Berbagai topik penelitian komunikasi terbaru pada area corporation communication, political communication, disaster &amp; resilience communication, marketing communication, business communication serta AI and sustainability communication.</p> <ul style="list-style-type: none"> <li>• Definition and basic elements of each study</li> <li>• Practical implementation in the context of companies, organizations, individuals or the wider community.</li> <li>• Areas that can be developed in communication research</li> </ul> <p>Reference:</p> <ul style="list-style-type: none"> <li>• Books: Heywood, A. (2019). <i>Politics</i> (5th ed.). Red Globe Press.</li> <li>• Books: Adams, T.M., &amp; Anderson, L.R. (2019). <i>Policing in natural disasters: Stress, resilience, and the challenges of emergency management</i> . Temple University Press</li> <li>• Book: Argenti, PA (2023). <i>Corporate communication</i> (8th ed.). McGraw Hill;</li> </ul>

	<ul style="list-style-type: none"> <li>• Books: Moriarty, S., Mitchell, N., Wood, C., &amp; Wells, W.D. (2017). <i>Advertising &amp; IMC: Principles &amp; practice</i> (11th ed.). Pearson Education;</li> <li>• Books: Ferres, JML, &amp; Weeks, WB (Eds.). (2024). <i>AI for good: Applications in sustainability, humanitarian action, and health</i> . John Wiley &amp; Sons</li> <li>• Books: Mayfield, M., Walker, R., &amp; Mayfield, J. (2020). <i>Fundamental theories of business communication: Laying a foundation for the field</i> . Springer.</li> <li>• Journal article: Yulianti, W., &amp; Boer, RF (2020). Public relations crisis management in handling measles rubella immunization refusal. <i>Public Relations Profession</i> , 4 (2), 290–311. <a href="http://jurnal.unpad.ac.id/profesi-humas/article/view/23700">http://jurnal.unpad.ac.id/profesi-humas/article/view/23700</a></li> <li>• Journal Article: Boer, RF, Ayu, RA, &amp; Alifha, F. (2024). Comparison of online shopping behavior before and during pandemic towards Generation Z. <i>Communication Journal of the Indonesian Communication Scholars Association</i> , 9 (2), 463–478. <a href="https://doi.org/10.25008/jkiski.v9i2.1137">https://doi.org/10.25008/jkiski.v9i2.1137</a></li> <li>• Journal Article: Yeremia, Boer, RF, &amp; Charlina, C. (2022). Persuasive communication by Prime Minister Justin Trudeau on handling a refugee in Canada. <i>Jurnal Komunikasi Nusantara</i> , 4 (2), 277–287. <a href="https://doi.org/10.33366/jkn.v4i2.144">https://doi.org/10.33366/jkn.v4i2.144</a></li> </ul> <p>3. Making arguments about the significance and novelty of the research and the appropriateness of using communication theory/concepts in the research.</p> <ul style="list-style-type: none"> <li>• Significance and novelty of the research</li> <li>• Mapping of communication theory</li> <li>• Communication context</li> </ul> <p>Reference:</p> <ul style="list-style-type: none"> <li>• Book: Bui, YN (2019). <i>How to write a master's thesis</i> (3rd ed.). SAGE Publications.</li> <li>• Books: West, R.L., &amp; Turner, L.H. (2021). <i>Introducing communication theory: Analysis and applications</i> (7th ed.). McGraw Hill</li> <li>• Books : Deacon, D., Pickering, M., Golding, P., &amp; Murdock, G. (2021). <i>Researching communications: A practical guide to methods in media and cultural analysis</i> (3rd ed.).</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>Reference Book: Boer, RF (2021). <i>Investigating social media: A study of persuasion and consumption among millennials</i> . Jakarta: CV Literasi Nusantara Abadi.</li> </ul> <p>4. Creating state of the art research and initial introduction to creating communication journal articles</p> <ul style="list-style-type: none"> <li>Review of the content and publication process of communication journal articles</li> <li>Explanation</li> </ul> <p>Reference:</p> <ul style="list-style-type: none"> <li>Book: Chaffee, SH (1991). <i>Explication</i> (Vol. 1). Sage Publications..</li> <li>Journal: Sundar, SS, Bellur, S., &amp; Lee, HM (2024 ). Concept explication: At the core of it all. <i>Asian Communication Research</i>, 21 (1), 10–18. <a href="https://doi.org/10.20879/acr.2024.21.010">https://doi.org/10.20879/acr.2024.21.010</a></li> <li>Jurnal: van Ruler, B. (2018). Communication theory: An underrated pillar on which strategic communication rests. <i>International Journal of Strategic Communication</i>, 12(4), 367–381.</li> </ul>
<b>Pustaka</b>	<b>Utama</b>
	<ol style="list-style-type: none"> <li>Blaikie, N., &amp; Priest, J. (2017). <i>Social research: Paradigms in action</i>. Polity Press.</li> <li>Littlejohn, S. W., Foss, K. A., &amp; Oetzel, J. G. (2021). <i>Theories of human communication</i> (12th ed.). Waveland Press</li> <li>Craig, R. T. (1999). <i>Communication theory as a field</i>. Communication Theory</li> <li>Heywood, A. (2019). <i>Politics</i> (5th ed.). Red Globe Press.</li> <li>Adams, T. M., &amp; Anderson, L. R. (2019). <i>Policing in natural disasters: Stress, resilience, and the challenges of emergency management</i>. Temple University Press</li> <li>Argenti, P. A. (2023). <i>Corporate communication</i> (8th ed.). McGraw Hill;</li> <li>Moriarty, S., Mitchell, N., Wood, C., &amp; Wells, W. D. (2017). <i>Advertising &amp; IMC: Principles &amp; practice</i> (11th ed.). Pearson Education;</li> <li>Ferres, J. M. L., &amp; Weeks, W. B. (Eds.). (2024). <i>AI for good: Applications in sustainability, humanitarian action, and health</i>. John Wiley &amp; Sons</li> </ol>

	<p>9. Mayfield, M., Walker, R., &amp; Mayfield, J. (2020). <i>Fundamental theories of business communication: Laying a foundation for the field</i>. Springer.</p> <p>10. Yulianti, W., &amp; Boer, RF (2020). Public relations crisis management in handling measles rubella immunization refusal. <i>Public Relations Profession</i> , 4 (2), 290–311. <a href="http://jurnal.unpad.ac.id/profesi-humas/article/view/23700">http://jurnal.unpad.ac.id/profesi-humas/article/view/23700</a> - journal</p> <p>11. Boer, RF, Ayu, RA, &amp; Alifha, F. (2024). Comparison of online shopping behavior before and during the pandemic towards Generation Z. <i>Journal of Communication of the Indonesian Association of Communication Scholars</i> , 9 (2), 463–478. <a href="https://doi.org/10.25008/jkiski.v9i2.1137">https://doi.org/10.25008/jkiski.v9i2.1137</a> - journal</p>
	<p><b>Supporters</b></p> <p>1. Bui, Y.N. (2019). <i>How to write a master's thesis</i> (3rd ed.). SAGE Publications.</p> <p>2. West, R. L., &amp; Turner, L. H. (2021). <i>Introducing communication theory: Analysis and application</i> (7th ed.). McGraw Hill</p> <p>3. Chaffee, S. H. (1991). <i>Explication</i> (Vol. 1). Sage Publications.</p> <p>4. Sundar, S. S., Bellur, S., &amp; Lee, H. M. (2024). Concept explication: At the core of it all. <i>Asian Communication Research</i>, 21(1), 10–18. <a href="https://doi.org/10.20879/acr.2024.21.010">https://doi.org/10.20879/acr.2024.21.010</a> (Jurnal)</p> <p>5. van Ruler, B. (2018). Communication theory: An underrated pillar on which strategic communication rests. <i>International Journal of Strategic Communication</i>, 12(4), 367–381. (jurnal)</p>
<b>Media Pembelajaran</b>	<p>Software: Power Point, Google Form.</p> <p>Hardware: Computer, <i>Infocus</i>, <i>Whiteboard</i>, Marker.</p> <p>Learning Methods: Case based Learning, Project Based Learning, and Research based Learning</p>
<b>Supporting lecturer</b>	Dr. Rino Febrianno Boer
<b>Course Requirements</b>	There isn't any

Week 2	Final Competence of Each Learning Stage (Sub-CLO)	Evaluation	Learning Forms; Methods; Student Assignments	Learning Materials [Complete Reference]	Weight (%)
1	Students are able to understand the learning process during this semester and begin to develop thoughts about research based on different paradigms .	Evaluation questions	Interactive lecture (120'); group discussion (30')	Mertens, D. M. (2023). <i>Mixed methods research</i> . Bloomsbury Academic. Chapter 1 : pp.1-16  Blaikie, N., & Priest, J. (2017). <i>Social research: Paradigms in action</i> . Polity Press. Chapter 1 & 2 : pp.22-65.	2.5
2	Students are able to differentiate each paradigm and begin to determine the tendency to choose a paradigm according to their respective research directions and interests.	Reflective essay assignment	Paradigm discussion; case study (120')	Mertens, D. M. (2023). <i>Mixed methods research</i> . Bloomsbury Academic; Chapter 2 : pp.17-82  Elgeddawy, M., & Abouraia, M. (2024, June). <i>Pragmatism as a research paradigm</i> . In <i>Proceedings of the 23rd European Conference on Research Methodology for Business and</i>	2.5

Week 2	Final Competence of Each Learning Stage (Sub-CLO)	Evaluation	Learning Forms; Methods; Student Assignments	Learning Materials [Complete Reference]	Weight (%)
				<p><i>Management Studies (ECRM 2024)</i> .  <a href="https://doi.org/10.34190/ecrm.23.1.2444">https://doi.org/10.34190/ecrm.23.1.2444</a> ; pp. 71-74.</p>	
3	Students are able to understand the helicopter view in communication studies based on the first four traditions in communication studies, namely rhetoric, semiotics, phenomenology, and cybernetics.	Reflective essay assignment	Research based learning (120')	<p>Craig, R.T. (1999). Communication theory as a field. <i>Communication Theory</i>, 9 (2), 119–161.  <a href="https://doi.org/10.1111/j.1468-2885.1999.tb00355.x">https://doi.org/10.1111/j.1468-2885.1999.tb00355.x</a> ; pp. 119-161.</p> <p>Littlejohn, S. W., Foss, K. A., &amp; Oetzel, J. G. (2021). <i>Theories of human communication</i> (12th ed.). Waveland Press; Chapter 2 : pp. 21-38.</p>	4
4	Students are able to understand the helicopter view in communication studies based on the 3 second traditions in communication studies, namely sociopsychological, sociocultural, and critical .	Text analysis & journal review	Lecture (60'); Class discussion (60')	<p>Craig, R.T. (1999). Communication theory as a field. <i>Communication Theory</i>, 9 (2), 119–161.  <a href="https://doi.org/10.1111/j.1468-2885.1999.tb00355.x">https://doi.org/10.1111/j.1468-2885.1999.tb00355.x</a> ; pp. 119-161.</p> <p>Littlejohn, S. W., Foss, K. A., &amp; Oetzel, J. G. (2021). <i>Theories of human communication</i> (12th ed.). Waveland Press; Chapter 2 : pp. 21-38.</p>	2.5
5	Students are able to explain the latest research topics in the areas	Analysis task	Interactive discussion (90');	Adams, T. M., & Anderson, L. R. (2019). <i>Policing in natural disasters: Stress, resilience, and the challenges of emergency</i>	4

Week 2	Final Competence of Each Learning Stage (Sub-CLO)	Evaluation	Learning Forms; Methods; Student Assignments	Learning Materials [Complete Reference]	Weight (%)
	of corporate communication, political communication, and disaster and resilience management.		application practice (60')	<p><i>management</i>. Temple University Press; Chapter 6 &amp; 7 : pp.145-191.</p> <p>Argenti, P. A. (2023). <i>Corporate communication</i> (8th ed.). McGraw Hill; Chapter 3 : pp.41-61.</p> <p>Heywood, A. (2019). <i>Politics</i> (5th ed.). Red Globe Press; Chapter 9 : pp. 350-388.</p>	
6	Students are able to explain the latest research topics in the areas of marketing communication management, business communication management and AI for sustainability communication.	Quizzes & group discussions	Lecture & reflection on research trends (120')	<p>Moriarty, S., Mitchell, N., Wood, C., &amp; Wells, W. D. (2017). <i>Advertising &amp; IMC: Principles &amp; practice</i> (11th ed.). Pearson Education; Chapter 1 : pp.4-31 dan Chapter 5 : pp.122-154.</p> <p>Ferres, J. M. L., &amp; Weeks, W. B. (Eds.). (2024). <i>AI for good: Applications in sustainability, humanitarian action, and health</i>. John Wiley &amp; Sons; Chapter 1 &amp; 2 : pp.1-32.</p> <p>Mayfield, M., Walker, R., &amp; Mayfield, J. (2020). <i>Fundamental theories of business communication: Laying a foundation for the field</i>. Springer.  <a href="https://doi.org/10.1007/978-3-030-57741-4">https://doi.org/10.1007/978-3-030-57741-4</a>; Chapter 1-3 : pp.1-38.</p>	2.5

Week 2	Final Competence of Each Learning Stage (Sub-CLO)	Evaluation	Learning Forms; Methods; Student Assignments	Learning Materials [Complete Reference]	Weight (%)
7	Students are able to design the creation of an appropriate title and understand the creation of a background, formulation of research problems and research objectives which are the core of chapter 1.	Sample assignment for analysis article	Group presentation & discussion (120')	Bui, Y.N. (2019). <i>How to write a master's thesis</i> (3rd ed.). SAGE Publications; Chapter 1-3 : pp.1-75.  May, T., & Perry, B. (2022). <i>Social research: Issues, methods and processes</i> (5th ed.). Open University Press; Part 1 : pp.5-82.	4
8	Mid-Semester Exam – Evaluation of understanding of the suitability between the choice of paradigm, traditions in communication research and the title and background of the problem as well as the appropriate formulation of the problem.	Written exam or case study	Classroom exam (120')	Meeting materials 1–7	20
9	Students are able to develop knowledge regarding mapping communication theory to begin determining the appropriate communication theory in the research design that will be carried out by combining traditions and communication	Q&A in class	Discussion of research examples (120')	Jensen, K. B. (2021). <i>A theory of communication and justice</i> . Routledge; Chapter 1 : pp.1-22.	4

Week 2	Final Competence of Each Learning Stage (Sub-CLO)	Evaluation	Learning Forms; Methods; Student Assignments	Learning Materials [Complete Reference]	Weight (%)
	elements.				
10	Students are able to explain various communication contexts which also serve as a helicopter view in understanding the integration between communication theory and research.	Case analysis in the field	Case discussion (120')	West, R.L., & Turner, L.H. (2021). <i>Introducing communication theory: Analysis and applications</i> (7th ed.). McGraw Hill; Part 1 : pp.1-64.	4
11	Students are able to compile various appropriate theories and concepts to be used according to the chronology of the formation of the theory or concept.	Research-based learning	Discussion of research topics per category (120')	Elliott, A. (2022). <i>Contemporary social theory: An introduction</i> (3rd ed.). Routledge; Chapter 1 : pp. 1-19.  van Ruler, B. (2018). Communication theory: An underrated pillar on which strategic communication rests. <i>International Journal of Strategic Communication</i> , 12 (4), 367–381. <a href="https://doi.org/10.1080/1553118X.2018.1452240">https://doi.org/10.1080/1553118X.2018.1452240</a> ; pp. : 361-387.	4
12	Students are able to understand the journal article review process and begin preparing journal articles to be submitted to journal publishers.	Reflection on research examples & class discussions	Case analysis of articles rejected by publishers (120')	Deacon, D., Pickering, M., Golding, P., & Murdock, G. (2021). <i>Researching communications: A practical guide to methods in media and cultural analysis</i> (3rd ed.). Bloomsbury Academic; Chapter 1 : pp. 1-13.	4

Week 2	Final Competence of Each Learning Stage (Sub-CLO)	Evaluation	Learning Forms; Methods; Student Assignments	Learning Materials [Complete Reference]	Weight (%)
13	Students are able to make presentations regarding thesis/non-thesis designs, especially for chapters 1 and 2, while also receiving input for their improvement.	Presentation Assignment	Individual discussion and presentation (120')	Walston, S. L. (2023). <i>Strategic healthcare management: Planning and execution</i> (3rd ed.). Health Administration Press; Chapter 1 : pp. 3-26.  Kalocsányiová, E., Essex, R., & Poulter, D. (2021). Risk and health communication during Covid-19: A linguistic landscape analysis. <i>Health Communication</i> . Advance online publication. <a href="https://doi.org/10.1080/10410236.2021.1991639">https://doi.org/10.1080/10410236.2021.1991639</a> ; pp. 1-10.	4
14	Students are able to make presentations regarding thesis/non-thesis designs, especially for chapters 1 and 2, while also receiving input for improvement.	Presentation assignment	Individual discussion and presentation (120')	Scharrer, E., & Ramasubramanian, S. (2021). <i>Quantitative research methods in communication: The power of numbers for social justice</i> . Routledge; Chapter 1 : pp.1 – 22.  Radomir, L., Ciornea, R., Wang, H., Liu, Y., Ringle, C. M., & Sarstedt, M. (Eds.). (2023). <i>State of the art in partial least squares structural equation modeling (PLS-SEM): Methodological extensions and applications in the social sciences and beyond</i> . Springer. <a href="https://doi.org/10.1007/978-3-031-34589-0">https://doi.org/10.1007/978-3-031-34589-0</a> ; Part 2 : pp.61-124.	4
15	Students are able to make presentations regarding thesis/non-thesis designs, especially for chapters 1 and 2,	Presentation assignment	Individual discussion and presentation (120')	Merriam, S. B., & Grenier, R. S. (2019). <i>Qualitative research in practice: Examples for discussion and analysis</i> (2nd ed.). Jossey-Bass; Part 1 & 2 : pp.1-85.	4

<b>Week 2</b>	<b>Final Competence of Each Learning Stage (Sub-CLO)</b>	<b>Evaluation</b>	<b>Learning Forms; Methods; Student Assignments</b>	<b>Learning Materials [Complete Reference]</b>	<b>Weight (%)</b>
	while also receiving input for improvement.			Denzin, N.K., & Lincoln, Y.S. (Eds.). (2018). <i>The SAGE handbook of qualitative research</i> (5th ed.). SAGE Publications; Part 2 : pp. 195-497.	
16	Students are able to write chapters 1 and 2 while simultaneously demonstrating their ability to integrate paradigms, traditions, research backgrounds and research formulations coherently with journal articles and communication theories and concepts used in their thesis/non-thesis research.	Assessment of the draft research report	Draft Chapter 1 and 2 (120')	All references	30

<b>Approved, Date: May 15, 2025</b> <b>Head of the study program</b>	<b>Checked, Date:</b> <b>Course Coordination/Field of Expertise</b>	<b>Created, Date:</b> <b>The lecturer in question</b>
---	--	--

(Dr. Andika Witono, MM)	(Dr. Rino Febrianno Boer)	(Dr. Rino Febrianno Boer)
<b>Check : Quality Assurance Unit</b>  (.....)		

**Notes:**

1. Study Program Graduate Learning Outcomes (PLO-PRODI) are the abilities possessed by each PRODI graduate which are the internalization of attitudes, mastery of knowledge and skills according to the study program level obtained through the learning process.
2. The PLO charged to a course is a number of learning outcomes of study program graduates (PLO-PRODI) which are used to form/develop a course consisting of aspects of attitude, general skills , specific skills and knowledge.
3. Course CP (CLO) is a capability that is specifically described from the PLO that is assigned to the course, and is specific to the study material or learning material of the course.
4. Sub-CP Course (Sub-CLO) is a capability that is specifically described from SPMK that can be measured or observed and is the final capability planned at each stage of learning, and is specific to the learning material of the course.
5. The assessment indicators for students' learning process and outcomes are specific and measurable statements that identify students' learning outcomes or abilities, accompanied by evidence.
6. Assessment criteria are benchmarks used to measure or quantify learning achievement in assessments based on established indicators. Assessment criteria serve as guidelines for assessors to ensure consistent and unbiased assessments . Criteria can be quantitative or qualitative.
7. Assessment techniques: tests and non-tests
8. Forms of learning: Lectures, Responses, Tutorials, Seminars or equivalent, 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 that can be presented in the form of several main and sub-main topics.

11. The assessment weight is the assessment percentage for each sub-CLO achievement, the amount of which is proportional to the level of difficulty of achieving the sub-CLO, and the total is 100%.
12. **TM**= Face to Face, **PT**= Structured Assignment , **BM**= Independent Learning.

**Assessment Components:**

The assessment process in this course is divided into 4 components, including the following:

**a. Presence.**

This component has a point value of **10%** of the total face-to-face meetings in class.

**b. Task.**

During each semester, students are required to complete a minimum of four assignments, consisting of two independent assignments and two group assignments. These assignments are given twice before the midterm exam and twice after the midterm exam, or before the final exam. The total assignments are worth **40% of the points** .

**c. MIDTEST (Mid Semester Exam).**

The mid-term exam (MIDTEST) is conducted in the eighth week of the semester. It assesses students' final abilities based on the learning material/topics from the first to seventh semesters. The MIDTEST can take the form of a written exam, presentation, independent or group assignment, or other tasks, depending on the learning method. The MIDTEST grade is weighted at **20%**.

**d. FINAL EXAM (End of Semester Exam).**

The final exam (FINAL EXAM) is conducted in the 16th week of the total number of meetings. The FINAL EXAM assesses students' final abilities based on the learning material/topics planned from meetings 9 to 15. The FINAL EXAM can take the form of a written exam, presentation, independent or group assignment, or other forms, depending on the learning method. The FINAL EXAM grade is weighted at **30%**.

**Assessment Rubric**

Level/Grade	Numbers/Scores	Job Description/Indicators
A	90.00 – 100	This is the achievement of superior students , namely those who follow lectures very well, understand the material very well and are even challenged to understand it further, have a high level of proactivity and creativity in seeking information related to the material, are able to solve problems with perfect accuracy and are even able to recognize real problems in society/industry and are able to propose solution concepts.
A-	85.00 – 89.99	This is the achievement of students who follow lectures very well, understand the material very well, have a high level of proactivity and creativity in seeking information related to the material, and are able to solve problems/assignments with very good accuracy.
B+	80.00 – 84.99	This is the achievement of students who follow lectures well, are able to understand the material and are able to solve problems/assignments with very good accuracy.
B	.....	.....
E	≤79,99	This is the achievement of students who do not carry out assignments and do not understand the material at all.