

 <div><b>LSPR Institute of</b> Communication &amp; Business <small>The Leading Graduate School of Communication &amp; Business   ASEAN Global Campus</small> <b>MASTER PROGRAMME</b></div>		INSTITUT KOMUNIKASI DAN BISNIS LSPR FAKULTAS PASCASARJANA PROGRAM STUDI MAGISTER ILMU KOMUNIKASI			CODE RPS/PGP/S2/EVEN/SAP
RENCANA PEMBELAJARAN SEMESTER					
COURSE NAME	CODE	COURSE CLUSTER	Credit (sks)	SEMESTER	Date
Seminar and Publication	COM9242		3 sks	3	Februari 2022
Authorisation	RPS Developer		Coordinator		Head of Study Programme
	Dr. Rino Febrianno Boer		Dr. Rino Febrianno Boer		Dr. Andika Witono, M.M.
Learning Outcomes	Study Program Learning Outcomes (PLO) assigned to the Course				
	PLO 1 – S3	S3 – Contribute to improving the quality of community, national, and state life, and the advancement of civilization based on Pancasila;			
	PLO 2 – P3	P3 – Able to use research methods in the field of communication, including quantitative, qualitative, and multiple methods with inter- and multidisciplinary approaches to develop appropriate research and advance scientific knowledge.			
	PLO 3 – GS3	GS3 – Able to compose ideas, thoughts, and scientific arguments responsibly and based on academic ethics, and communicate them through media to the academic community and the general public;			

	PLO 4 – SS2	SS2 – Able to conduct research in the field of communication for both problem-solving purposes and knowledge-building purposes with inter- and multidisciplinary approaches;
	<b>Course Learning Outcomes (CLO)</b>	
	CLO 1	<p><i>Students are able to demonstrate nationalism and social responsibility as citizens while mastering inter- and multidisciplinary communication research methods to produce appropriate research that supports national progress.</i></p> <p><b>Related PLO:</b></p> <p>✓ <b>SS3</b> – Contribute to improving the quality of community, national, and state life, and the advancement of civilization based on Pancasila;</p> <p>✓ <b>P3</b> – Able to use research methods in the field of communication, including quantitative, qualitative, and multiple methods with inter- and multidisciplinary approaches to develop appropriate research and advance scientific knowledge.</p>
	CLO 2	<p><b>CLO 2:</b></p> <p><i>Students are able to apply quantitative, qualitative, and mixed communication research methods with inter- and multidisciplinary approaches and are able to conduct applicative research for problem-solving and the development of communication science</i></p> <p><b>Related PLO:</b></p> <p>✓ <b>SS2</b> – Able to conduct research in the field of communication for both problem-solving purposes and for knowledge-building purposes with inter- and multidisciplinary approaches;</p> <p>✓ <b>P3</b> – Able to use research methods in the field of communication, including quantitative, qualitative, and multiple methods with inter- and multidisciplinary approaches to develop appropriate research and advance scientific knowledge.</p>

	CLO 3	<p><b>CLO 3:</b>  <i>Students are able to conduct inter- and multidisciplinary communication research for problem-solving and scientific development and are able to compose and communicate ideas and research results ethically and effectively to the academic community and the wider public.</i></p> <p><b>Related PLO:</b>   <b>GS3</b> – Mampu menyusun ide, hasil pemikiran, dan argumen saintifik secara bertanggung jawab dan berdasarkan etika akademik serta mengkomunikasikannya melalui media kepada masyarakat akademik dan masyarakat luas ; Pancasila. Able to compose ideas, thoughts, and scientific arguments responsibly and based on academic ethics and communicate them through media to the academic community and the general public;   <b>SS2</b> – Able to conduct research in the field of communication for both problem-solving purposes and for knowledge-building purposes with an inter- and multidisciplinary approach;</p>
	<b>Final Competency at Each Learning Stage (Sub-CLO)</b>	

	<p><b>Meeting 1</b> Students are able to understand the learning process for one semester, including understanding the assessment process, the implementation of mini-thesis/non-thesis presentations, and the creation of articles for publication. <b>PLO: P3, GS3   CLO: 3</b></p> <p><b>Meeting 2</b> Students are able to understand and produce a quality Thesis/non-thesis research and create a journal article with high integrity. <b>PLO: P3, S3   CLO: 1</b></p> <p><b>Meeting 3</b> Students are able to publish their research articles in accredited national journals or international journals by following correct academic writing standards (e.g., no indication of plagiarism) and adhering to the established reference style system. <b>PLO: P3, SS2   CLO: 2, 3</b></p> <p><b>Meeting 4</b> Students are able to present their mini-thesis/non-thesis with complete writing from Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5. Or at least have performed partial data analysis written in chapter 4. <b>PLO: S3, P3, GS3, SS2   CLO: 1, 2, 3</b></p> <p><b>Meeting 5</b> Students are able to present their mini-thesis/non-thesis with complete writing from Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5. Or at least have performed partial data analysis written in chapter 4. <b>PLO: S3, P3, GS3, SS2   CLO: 1, 2, 3</b></p> <p><b>Meeting 6</b> Students are able to present their mini-thesis/non-thesis with complete writing from Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5. Or at least have performed partial data analysis written in chapter 4. <b>PLO: S3, P3, GS3, SS2   CLO: 1, 2, 3</b></p> <p><b>Meeting 7</b> Students are able to present their mini-thesis/non-thesis with complete writing from Chapter 1, Chapter 2, Chapter 3, Chapter 4, and</p>
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	<p>Chapter 5. Or at least have performed partial data analysis written in chapter 4.  <b>PLO: S3, P3, GS3, SS2   CLO: 1, 2, 3</b></p> <p><b>Meeting 8 – Midterm Exam</b>  Evaluation of the understanding of the content of the mini-thesis/non-thesis that has been presented.  <b>PLO: S3, P3, GS3, SS2   CLO: 1, 2, 3</b></p> <p><b>Meeting 9</b>  Students are able to present their mini-thesis/non-thesis with complete writing from Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5. Or at least have performed partial data analysis written in chapter 4.  <b>PLO: S3, P3, GS3, SS2   CLO: 1, 2, 3</b></p> <p><b>Meeting 10</b>  Students are able to present their mini-thesis/non-thesis with complete writing from Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5. Or at least have performed partial data analysis written in chapter 4.  <b>PLO: S3, P3, GS3, SS2   CLO: 1, 2, 3</b></p> <p><b>Meeting 11</b>  Students are able to present their mini-thesis/non-thesis with complete writing from Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5. Or at least have performed partial data analysis written in chapter 4.  <b>PLO: S3, P3, GS3, SS2   CLO: 1, 2, 3</b></p> <p><b>Meeting 12</b>  Students are able to present their mini-thesis/non-thesis with complete writing from Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5. Or at least have performed partial data analysis written in chapter 4.  <b>PLO: S3, P3, GS3, SS2   CLO: 1, 2, 3</b></p> <p><b>Meeting 13</b>  Students are able to present their mini-thesis/non-thesis with complete writing from Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5. Or at least have performed partial data analysis written in chapter 4.  <b>PLO: S3, P3, GS3, SS2   CLO: 1, 2, 3</b></p>
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**Meeting 14**

Students are able to present their mini-thesis/non-thesis with complete writing from Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5. Or at least have performed partial data analysis written in chapter 4.

**PLO: S3, P3, GS3, SS2 | CLO: 1, 2, 3**

**Meeting 15**

Students are able to present their mini-thesis/non-thesis with complete writing from Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5. Or at least have performed partial data analysis written in chapter 4.

**PLO: S3, P3, GS3, SS2 | CLO: 1, 2, 3**

**Meeting 16 – Final Exam**

Students are able to present their mini-thesis/non-thesis with complete writing from Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5. Or at least have performed partial data analysis written in chapter 4.

**PLO: S3, P3, GS3, SS2 | CLO: 1, 2, 3**

**Correlation of PLO towards Sub-CLO**

Sub-CLO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PLO1	√	√	√	√	√	√	√	Midt est							Final
PLO2		√	√	√	√	√	√	Midt est	√	√	√	√	√	√	Final
PLO3				√	√	√	√	Midt est	√	√	√	√	√	√	Final
PLO4								Midt est	√	√	√	√	√	√	Final
PLO5								Midt est	√	√	√	√	√	√	Final

<b>Brief Course Description</b>	<p>Mata kuliah <b>Fundamental of Communication Management</b> dirancang untuk memberikan pemahaman mendalam tentang prinsip, teori, dan praktik dalam manajemen komunikasi organisasi. Students akan mempelajari bagaimana strategi komunikasi diterapkan dalam berbagai konteks profesional, termasuk dalam kepemimpinan, hubungan masyarakat, dan pengambilan keputusan berbasis data.</p> <p>Mata kuliah ini menekankan pada pendekatan <b>teoritis dan praktis</b>, sehingga mahasiswa tidak hanya memahami konsep dasar, tetapi juga mampu menyusun dan menerapkan strategi komunikasi dalam lingkungan bisnis dan organisasi. Melalui studi kasus, diskusi, dan simulasi, mahasiswa akan dibekali keterampilan untuk mengelola komunikasi yang efektif, membangun reputasi organisasi, dan menangani komunikasi dalam situasi krisis.</p>
<b>Study Material: Learning Content</b>	<p>1. <b><i>Integritas Akademik dan Publikasi Ilmiah.</i></b></p> <p>1. Academic Integrity and Scientific Publication. Students are introduced to the importance of academic integrity in the process of scientific writing and article publication. They will learn about academic writing standards in accordance with APA 7th Edition citation style, as well as understand the publication process in national and international scientific journals. This material emphasizes the importance of originality, freedom from plagiarism, and adherence to academic ethics guidelines in the preparation of scientific work.</p> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). <a href="https://doi.org/10.1037/0000165-000">https://doi.org/10.1037/0000165-000</a></li> <li>• Fenton, A. J., &amp; Boer, R. F. (2024). <i>Academic Integrity and Writing</i> [Slide PowerPoint]. London School of Public Relations</li> <li>• Hempel, S. (2020). <i>Conducting your literature review</i>. American Psychological Association. Chapter 9: pp.113–132</li> <li>• Fenton, A. J., &amp; Boer, R. F. (2024). <i>How to get published in academic journals?</i> [Slide PowerPoint]. London School of Public Relations</li> </ul>

	<p><b>2. Design and Composition of Mini-Thesis/Non-Thesis</b></p> <p>Students will be trained in designing research titles, composing backgrounds, formulating problems, and determining appropriate research objectives. Additionally, they will integrate communication theories and scientific concepts in coherently composing Chapter 1 and Chapter 2. This stage is an important foundation for writing a mini-thesis/non-thesis that is ready to be presented and developed into a scientific article.</p> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Creswell, J. W., Creswell, J. D., &amp; Others. (2023). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (6th ed.). SAGE Publications. Chapter 4: pp.112–134</li> <li>• Fenton, A. J., &amp; Boer, R. F. (2024). <i>Introduction</i> [Slide PowerPoint]. London School of Public Relations</li> <li>• Fenton, A. J., &amp; Boer, R. F. (2024). <i>Academic Integrity and Writing</i> [Slide PowerPoint]. London School of Public Relations</li> </ul>
References	<p><b>Primary</b></p>
	<ul style="list-style-type: none"> <li>• Hempel, S. (2020). <i>Conducting your literature review</i>. American Psychological Association. <a href="https://doi.org/10.1037/0000155-000">https://doi.org/10.1037/0000155-000</a></li> <li>• Creswell, J. W., Creswell, J. D., &amp; Others. (2023). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (6th ed.). SAGE Publications.</li> <li>• American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). <a href="https://doi.org/10.1037/0000165-000">https://doi.org/10.1037/0000165-000</a></li> </ul>
	<p><b>Supporting</b></p>
	<ul style="list-style-type: none"> <li>• Fenton, A. J., &amp; Boer, R. F. (2024). <i>Introduction</i>. [Slide PowerPoint]. London School of Public Relations.</li> <li>• Fenton, A. J., &amp; Boer, R. F. (2024). <i>Academic Integrity and Writing</i>. [Slide PowerPoint]. London School of Public Relations.</li> </ul>



	<ul style="list-style-type: none"> <li>Fenton, A. J., &amp; Boer, R. F. (2024). <i>How to get published in academic journals?</i>[Slide PowerPoint]. London School of Public Relations.</li> </ul>
<b>Learning Media</b>	Perangkat Lunak: Power Point, Google Form. Perangkat Keras: Komputer, <i>Infocus</i> , <i>Whiteboard</i> , Spidol. Metode Pembelajaran: Research base Learning dan case base learning.
<b>Team Teaching</b>	1. Dr. Rino Febrianno Boer
<b>Pre-requisite Course</b>	<b>None</b>

Week	Final Competency at Each Learning Stage (Sub-CLO)	Assessment	Learning Format; Method; Student Assignment	Learning Material [Full Reference]	Weight (%)
1	Students are able to understand the learning process for one semester, including understanding the assessment process, the implementation of mini-thesis/non-thesis presentations, and the creation of articles for publication.	Evaluation questions	Interactive lecture (120'); group discussion (30')	American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). <a href="https://www.google.com/url?sa=E&amp;source=gmail&amp;q=https://doi.org/10.1037/0000165-000">https://www.google.com/url?sa=E&amp;source=gmail&amp;q=https://doi.org/10.1037/0000165-000</a> Fenton, A. J., & Boer, R. F. (2024). <i>Introduction</i> . [PowerPoint Slide]. London School of Public Relations.	2.5
2	Students are able to understand and produce a quality Thesis/non-thesis research and create a journal article with high integrity.	Text analysis	Group discussion; case study (120')	Creswell, J. W., Creswell, J. D., & Others. (2023). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (6th ed.). SAGE Publications. Chapter 4 : pp. 112-134.  American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). <a href="https://www.google.com/url?sa=E&amp;source=gmail&amp;q=https://doi.org/10.1037/0000165-000">https://www.google.com/url?sa=E&amp;source=gmail&amp;q=https://doi.org/10.1037/0000165-000</a>  Fenton, A. J., & Boer, R. F. (2024). <i>Academic Integrity and Writing</i> . [PowerPoint Slide]. London School of Public Relations.	2.5
3	Students are able to publish their research articles in accredited national journals or international journals by following correct academic writing standards (e.g., no indication of plagiarism) and adhering to the established reference style system.	Text Analysis	Research-based learning on journal articles (120')	Hempel, S. (2020). <i>Conducting your literature review</i> . American Psychological Association. <a href="https://www.google.com/url?sa=E&amp;source=gmail&amp;q=https://doi.org/10.1037/0000155-000">https://www.google.com/url?sa=E&amp;source=gmail&amp;q=https://doi.org/10.1037/0000155-000</a> . Chapter 9 : pp.113 – 132.	4

Week	Final Competency at Each Learning Stage (Sub-CLO)	Assessment	Learning Format; Method; Student Assignment	Learning Material [Full Reference]	Weight (%)
				Fenton, A. J., & Boer, R. F. (2024). <i>How to get published in academic journals?</i> . [PowerPoint Slide]. London School of Public Relations.	
4	Students are able to present their mini-thesis/non-thesis with complete writing from Chapter 1, Chapter 2, Chapter 3, Chapter 4, and Chapter 5. Or at least have performed partial data analysis written in chapter 4.	Presentation Task	Individual discussion and presentation (120')		2.5
5	Students are able to explain the latest research topics in the areas of corporate communication, political communication, and disaster and resilience management.	Presentation Task	Individual discussion and presentation (120')		4
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.	Presentation Task	Individual discussion and presentation (120')		2.5
7	Students are able to design an appropriate title and understand the creation of the background, research problem formulation, and research objectives that form the core of chapter 1.	Presentation Task	Individual discussion and presentation (120')		4
8	<b>Midterm Exam</b> – Evaluation of understanding of the suitability between the choice of paradigm, tradition in communication research, and the title and background of the problem, as well as the appropriate problem formulation.	Presentation Task	In-class exam (120')	Material from meetings 1–3 and Individual Presentations	20
9	Students are able to develop knowledge regarding mapping communication theory to begin determining the appropriate communication theory for the planned	Presentation Task	Individual discussion and presentation (120')		4

Week	Final Competency at Each Learning Stage (Sub-CLO)	Assessment	Learning Format; Method; Student Assignment	Learning Material [Full Reference]	Weight (%)
	research design by integrating tradition and communication elements.				
10	Students are able to explain various communication contexts which also serve as a helicopter view in understanding the integration between theory and communication research.	Presentation Task	Individual discussion and presentation (120')		4
11	Students are able to arrange various appropriate theories and concepts to be used according to the chronology of the formation of the theory or concept.	Presentation Task	Individual discussion and presentation (120')		4
12	Students are able to know the journal article review process and begin preparing a journal article to be sent to a journal publisher.	Presentation Task	Individual discussion and presentation (120')		4
13	Students are able to create a presentation on the design of their thesis/non-thesis, especially for chapters 1 and 2, while receiving feedback for improvement.	Presentation Task	Individual discussion and presentation (120')		4
14	Students are able to create a presentation on the design of their thesis/non-thesis, especially for chapters 1 and 2, while receiving feedback for improvement.	Presentation Task	Individual discussion and presentation (120')		4
15	Students are able to create a presentation on the design of their thesis/non-thesis, especially for chapters 1 and 2, while receiving feedback for improvement.	Presentation Task	Individual discussion and presentation (120')		4
16	Students are able to write chapters 1 and 2 while demonstrating their ability to coherently integrate the paradigm, tradition, research background, and research formulation with journal articles and communication theories and concepts used in their thesis/non-thesis	Assessment of the mini-thesis/non-thesis report	Draft of Chapters 1 and 2 (120')	All references	30

Week	Final Competency at Each Learning Stage (Sub-CLO)	Assessment	Learning Format; Method; Student Assignment	Learning Material [Full Reference]	Weight (%)
	research.				

<b>Approved, Date: April 25, 2025</b> <b>Head of STUDY PROGRAM</b>	<b>Checked, Date :</b> <b>Subject Coordinator</b>	<b>Prepared, Date:</b> <b>Lecturer</b>
(Dr. Andika Witono, M.M.)	(Dr. Rino Febrianno Boer)	(.....)
<b>Checked by : Quality Assurance Unit</b>  (.....)		

**Notes:**

1. Study Program Graduate Learning Outcomes (PLO-PRODI) are the abilities possessed by every graduate of the Study Program, which are an internalization of attitudes, mastery of knowledge, and skills according to their program level, obtained through their learning process.
2. PLOs assigned to a course are several graduate learning outcomes of the study program (PLO-PRODI) used for the formation/development of a course, consisting of aspects of attitude, general skills, special skills, and knowledge.
3. Course Learning Outcome (CLO) is an ability specifically derived from the PLOs assigned to the course, and is specific to the study material or learning content of that course.
4. Sub-Course Learning Outcome (Sub-CLO) is an ability specifically derived from the CLO that can be measured or observed and is the final ability planned for each learning stage, and is specific to the learning material of that course.
5. Assessment indicators of ability in the process and results of student learning are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. Assessment criteria are benchmarks used as a measure or standard for learning achievement in assessment based on the established indicators. Assessment criteria serve as a guide for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. Assessment techniques: test and non-test.
8. Learning formats: Lecture, Response, Tutorial, Seminar or equivalent, and/or other equivalent learning forms.
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 Material is the detail or description of the study material that can be presented in the form of several main topics and sub-topics.
11. Assessment weight is the percentage of assessment for each Sub-CLO achievement, the amount of which is proportional to the level of difficulty of achieving that Sub-CLO, and the total is 100%.
12. TM=Face-to-Face, PT=Structured Assignment, BM=Independent Study.

### Assessment Components:

The assessment process for this course is divided into 4 components, as follows:

1. Attendance.

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

2. Assignments.

During 1 semester, students must be given a minimum of 4 assignments, consisting of 2 individual assignments and 2 group assignments. These assignments are given twice before the Midterm Exam and twice after the Midterm Exam or before the Final Exam. The total component for assignments has a value of 40%.

3. Midterm Exam (Midtest).

The Midterm Exam is conducted in the 8th week meeting. The Midterm is an assessment of the student's final ability according to the design of the material/learning topics from meetings 1 to 7. The form of the Midterm can be a written exam or a presentation of an individual or group assignment, etc., which is also adapted to the learning method. The weight of the Midterm score is 20%.

4. Final Exam (UAS).

The Final Exam is conducted in the 16th week meeting of the total meetings. The Final Exam is an assessment of the student's final ability according to the design of the material/learning topics from meetings 9 to 15. The form of the Final Exam can be a written exam or a presentation of an individual or group assignment, etc., which is also adapted to the learning method. The weight of the Final Exam score is 30%.

### Rubrik Penilaian

Level/Grade	Score	Description/Performance Indicator
A	90,00 – 100	Awarded to superior students, i.e., those who follow the course exceptionally well, understand the material thoroughly and are even challenged to explore 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 identify real problems in society/industry and propose concept solutions.

A-	85,00 – 89,99	Awarded to students who follow the course 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	Awarded to students who follow the course well, are able to understand the material, and are able to solve problems/assignments with very good accuracy.
B	.....	.....
E	≤79,99	Awarded to students who do not complete assignments and do not understand the material at all.