



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences**  
**Communication Science Bachelor Study Program**

**Document Code**

## SEMESTER LEARNING PLAN

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																																		
<b>Presentation and Reporting Techniques</b>	7020104136		T=0	P=4	ECTS=6.36	5	February 10, 2022																																																		
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																			
	.....		.....			Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom.																																																			
<b>Learning model</b>	<b>Project Based Learning</b>																																																								
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																								
	<b>PLO-6</b>	Able to develop concepts of rules, research and processes in communication strategies related to the fields of marketing communications and media management.																																																							
	<b>Program Objectives (PO)</b>																																																								
	<b>PO - 1</b>	Students are able to analyze good presentations like a professional designer/speaker by presenting their work well in public																																																							
	<b>PLO-PO Matrix</b>																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="6" style="padding: 5px;">PLO-6</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td colspan="6" style="padding: 5px;"></td> </tr> </table>						P.O	PLO-6						PO-1																																										
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PO-1																																																									
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td><td style="padding: 5px;"></td> </tr> </table>						P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																
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PO-1																																																									
<b>Short Course Description</b>	The Presentation and Communication Techniques course aims to equip students with skills in presenting and conveying ideas in scientific forums and official meetings. To achieve this goal, this course is more focused on practical activities after they have been provided with theory supported by pilot material using audio and video.																																																								
<b>References</b>	<b>Main :</b>																																																								
	1. British Conference of Undergraduate Research. 2016. Presentation Guidelines. Bournemouth University.																																																								
	<b>Supporters:</b>																																																								
1. Thompson Writing Program. 2015. Oral Presentation. Duke University																																																									
<b>Supporting lecturer</b>																																																									
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																																		
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																				
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																		

1	Students are able to understand the study contract	Students' accuracy in understanding the lecture contract	<b>Criteria:</b> Non Test  <b>Form of Assessment :</b> Participatory Activities	4x50		<b>Material:</b> General overview of the course <b>Library:</b> <i>British Conference of Undergraduate Research. 2016. Presentation Guidelines. Bournemouth University.</i>	2%
2	Students are able to understand the basic concepts of presentation and reporting techniques	Students' accuracy in understanding presentation and reporting techniques	<b>Criteria:</b> Non Test  <b>Form of Assessment :</b> Participatory Activities	Lecture, Collaborative Learning 4x50		<b>Material:</b> Basics of Oral Presentation <b>Library:</b> <i>Thompson Writing Program. 2015. Oral Presentations. Duke University</i>	2%
3	Students are able to analyze the role of presentation techniques	Students' accuracy in analyzing the role of presentation techniques	<b>Criteria:</b> 3  <b>Form of Assessment :</b> Participatory Activities	Lectures, discussions 4x50		<b>Material:</b> The role of presentation techniques <b>Reference:</b> <i>British Conference of Undergraduate Research. 2016. Presentation Guidelines. Bournemouth University.</i>	3%
4	Students are able to analyze presentation preparation	Students' accuracy in analyzing presentation preparation	<b>Criteria:</b> 1.Non Test 2.Assignment  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, discussions, CBL 4x50		<b>Material:</b> Presentation Preparation <b>Reference:</b> <i>Thompson Writing Program. 2015. Oral Presentation. Duke University</i>	3%
5	Students are able to analyze data preparation and management	Student accuracy in analyzing data preparation and management	<b>Criteria:</b> Non test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, discussions, CBL 4x50		<b>Material:</b> Data preparation and management <b>Library:</b> <i>Thompson Writing Program. 2015. Oral Presentation. Duke University</i>	3%
6	Students are able to analyze presentation methods	Students' accuracy in analyzing presentation methods	<b>Criteria:</b> 1.non Test 2.assignment  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, discussions 4x50		<b>Material:</b> Presentation Method <b>Literature:</b> <i>British Conference of Undergraduate Research. 2016. Presentation Guidelines. Bournemouth University.</i>	4%

7	Students are able to analyze tools in presentations	Students' accuracy in analyzing tools in presentations	<b>Criteria:</b> Non test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lecture Discussion, Collaborative learning 4x50		<b>Material:</b> Methods and tools in presentations <b>References:</b> <i>British Conference of Undergraduate Research. 2016. Presentation Guidelines. Bournemouth University.</i>	4%
8	Midterm exam	Student accuracy in evaluating meetings 1-7	<b>Criteria:</b> Test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Test	Discussion, lecture 4x50		<b>Material:</b> Basic concepts of presentations <b>References:</b> <i>British Conference of Undergraduate Research. 2016. Presentation Guidelines. Bournemouth University.</i>	20%
9	Students are able to analyze the ethics of asking questions in scientific meetings	Students' accuracy in analyzing communication ethics	<b>Criteria:</b> Non test  <b>Form of Assessment :</b> Participatory Activities	Lectures, Discussions 4x50		<b>Material:</b> Communication ethics <b>Library:</b> <i>British Conference of Undergraduate Research. 2016. Presentation Guidelines. Bournemouth University.</i>	3%
10	Students are able to analyze the ethics of asking questions in scientific meetings	Students' accuracy in analyzing communication ethics	<b>Criteria:</b> Non test  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, Discussions 4x50		<b>Material:</b> Communication ethics <b>Library:</b> <i>British Conference of Undergraduate Research. 2016. Presentation Guidelines. Bournemouth University.</i>	3%
11	Students are able to analyze the ethics of asking questions in scientific meetings	Students' accuracy in analyzing communication ethics	<b>Criteria:</b> Non test  <b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment	Lectures, Discussions 4x50		<b>Material:</b> Communication ethics <b>Library:</b> <i>British Conference of Undergraduate Research. 2016. Presentation Guidelines. Bournemouth University.</i>	3%
12	Students are able to design media-based presentations	Students' accuracy in designing media-based presentations	<b>Criteria:</b> 1.Non Test 2.Assignment  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, Discussions 4x50		<b>Material:</b> Presentation Media <b>Library:</b> <i>Thompson Writing Program. 2015. Oral Presentation. Duke University</i>	5%
13	Students are able to design media-based presentations	Students' accuracy in designing media-based presentations	<b>Criteria:</b> Non Test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, Discussions 4x50		<b>Material:</b> Presentation Media <b>Library:</b> <i>Thompson Writing Program. 2015. Oral Presentation. Duke University</i>	5%

14	Students are able to make video presentations	Students' accuracy in making video presentations	<b>Criteria:</b> Test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures, Discussions 4x50		<b>Material:</b> Presentation Media <b>Literature:</b> <i>British Conference of Undergraduate Research. 2016. Presentation Guidelines. Bournemouth University.</i>	5%
15	Students are able to make video presentations	Students' accuracy in making video presentations	<b>Criteria:</b> Test  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	4x50		<b>Material:</b> Presentation Media <b>Library:</b> <i>Thompson Writing Program. 2015. Oral Presentation. Duke University</i>	5%
16	Final exams	Student accuracy in creating video presentations	<b>Criteria:</b> 1. Test 2. Assignment  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Tests	4x50		<b>Material:</b> Presentation Media <b>Literature:</b> <i>British Conference of Undergraduate Research. 2016. Presentation Guidelines. Bournemouth University.</i>	30%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	23%
2.	Project Results Assessment / Product Assessment	57%
3.	Test	20%
		100%

#### Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

