SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
LEARNING COMMUNICATION	8620302201		T=2	P=0	ECTS=3.18	1	September 8, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-5	Able to master the theoretical concepts of design, development, utilization, management and evaluation in the fields of curriculum and educational technology
	PLO-9	Able to produce creative products in the field of educational technology that are educational and market them to the user community
	Program Objectives (PO)	
	PO - 1	Students are able to understand the concepts, structure and material in educational technology science related to learning communication as developers of Learning Technology, Educational Analysis and Training.
	PO - 2	Students are able to analyze a problem based on the case study method or team-based learning related to learning communication in the field of educational technology, by prioritizing digital literacy.
	PO - 3	Students are able to apply technology and information in solving problems in the field of educational technology related to learning communication and digital-based inclusive education and local wisdom.
	PO - 4	Students have a sense of responsibility as well as a scientific, critical and innovative attitude in studying learning communication science as educational technology developers and professional education/training analysts.
	PLO-PO Matrix	

P.O	PLO-1	PLO-2	PLO-5	PLO-9
PO-1	✔	✔		
PO-2	✔			✔
PO-3	✔		✔	
PO-4	✔	✔		

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2	✔															
PO-3																
PO-4																

Short Course Description	This course discusses the purpose, function and role of communication in life, forms of communication, elements and models of the communication process, the relationship between communication elements and the learning process through collaborative case study learning.

References	**Main :**

1. Arianto, Fajar, dkk. 2020. Handout Komunikasi Pembelajaran . Surabaya: Teknologi Pendidikan FIP Unesa
2. Cangara. 2011. Pengantar Ilmu Komunikasi . Rajawali Pers
3. Mulyana, Deddy. 2010. Ilmu Komunikasi: Suatu Pengantar . Bandung: Remaja Rosadakarya
4. Suranto, AW. 2010. Komunikasi Interpersonal. Yogyakarta: Graha Ilmu
5. Widjaja. H.A.W. 2010. Ilmu Komunikasi Pengantar Studi . Jakarta: PT Rineka Cipta
6. Yusuf, Pawit M. 2010. Komunikasi Instruksional Teori dan Praktik. Jakarta: PT Bumi Aksara.

Supporters:	

Supporting lecturer	Dr. Fajar Arianto, S.Pd., M.Pd. Khusnul Khotimah, S.Pd., M.Pd. Dr. Atan Pramana, M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding the role of communication in life and education (Introduction: Why Study Communications)	1.Able to express misconceptions about communication 2.Be able to mention and give examples of the importance of communication 3.Able to explain the role of communication in Educational Technology	**Criteria:** 1.The accuracy of expressing misunderstandings about communication 2.Accuracy in mentioning and giving examples of the importance of communication 3.Accuracy of explaining the role of communication in Educational Technology **Form of Assessment** : Test	Lectures, discussions and questions and answers 2 X 50		**Material:** 1. Some Misunderstandings of Communication 2. The importance of communication a. Personal life b. Relationships c. Professional life d. Cultural life 3. The Role of Communication in Educational Technology **Library:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology* **Material:** communication **References:** *Yusuf, Pawit M. 2010. Instructional Communication Theory and Practice. Jakarta: PT Bumi Aksara.*	2%
2	Understanding the nature and definition of communication (The Nature and Definition of Communication)	Able to differentiate the definition of communication based on the conceptualization of communication	**Criteria:** Shows the essence and definition of communication (Essence and Definition of Communication) **Form of Assessment** : Participatory Activities, Tests	Lectures, discussions and questions and answers 2 X 50		**Material:** the essence of communication **Bibliography:** *Cangara. 2011. Introduction to Communication Science. Rajawali Press* **Material:** communication concepts **References:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology*	3%

3	Understand the principles of communication (Principles of Communication)	1.Mention the principles of communication 2.Explain the principles of communication	**Criteria:** 1.Accuracy states the principles of communication 2.Accuracy of explaining communication principles **Form of Assessment** : Participatory Activities, Tests	Lectures, discussions and questions and answers 2 X 50		**Material:** 1. Communication as a symbolic process 2. Communication cannot be avoided 3. Communication is transactional 4. Communication is systemic 5. Communication is continuous 6. Communication occurs in the context of space and time 7. Communication includes content and relationship dimensions 8. Communication is not can be reversed **References:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology* ⸻ **Material:** Communication Principles **Library:** *Cangara. 2011. Introduction to Communication Science. Rajawali Press*	4%
4	Communication Components and Models	1.Mention the components of communication 2.Understand communication phenomena using communication models	**Criteria:** 1.Accuracy in mentioning communication components 2.The accuracy of understanding communication phenomena using communication models **Form of Assessment** : Test	Lectures, discussions and questions and answers 2 X 50		**Material:** Components of communication **Reader:** *Mulyana, Deddy. 2010. Communication Science: An Introduction. Bandung: Rosadakarya Youth* ⸻ **Material:** communication components **References:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology*	2%
5	Perception: The Heart of Communication	1.1. Explain the perception process 2.2. State the factors that influence perception 3.3. Explain the rationale for errors and failures in perception	**Criteria:** 1.Accuracy explains the process of perception 2.Accuracy of factors influencing perception 3.Accuracy explains the rationale for errors and failures of perception **Form of Assessment** : Test	Lectures, discussions and questions and answers 2 X 50		**Material:** Perception **Literature:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology* ⸻ **Material:** Perception **Reader:** *Mulyana, Deddy. 2010. Communication Science: An Introduction. Bandung: Rosadakarya Youth*	2%

6	verbal communication	1.Explain the use of language and meaning in communication 2.Mention the principles of using symbols 3.Apply effective verbal communication guidelines	**Criteria:** 1.Accuracy explains the use of language and meaning in communication 2.Accuracy in stating the principles of using symbols 3.Accuracy of implementing effective verbal communication guidelines **Form of Assessment** : Participatory Activities, Tests	lectures, questions and answers and discussions 2 X 50		**Material:** Principles of symbols **Library:** *Cangara. 2011. Introduction to Communication Science. Rajawali Press* **Material:** language, meaning and communication. **References:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology*	5%
7	non-verbal communication	1.Explain the principles of non-verbal communication 2.Mention types of non-verbal communication	**Criteria:** 1.Accuracy explains the principles of non-verbal communication 2.Accuracy in stating the type of non-verbal communication **Form of Assessment** : Participatory Activities, Tests	case study 2 X 50		**Material:** Non-Verbal Communication **Reader:** *Widjaja. HAW 2010. Introduction to Communication Science Studies. Jakarta: PT Rineka Cipta* **Material:** Non-Verbal Communication **References:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology*	5%
8	Midterm exam	Able to communicate non-verbally	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Participatory Activities	Case Study 2 X 50	- -	**Material:** non-test communication **Reader:** *Mulyana, Deddy. 2010. Communication Science: An Introduction. Bandung: Rosadakarya Youth*	5%
9	Communicator: Source of Communication	Explain the factors that form an effective communicator	**Criteria:** Accuracy explains the factors that form effective communicators **Form of Assessment** : Participatory Activities, Tests	lectures, questions and answers and discussions 2 X 50		**Material:** Communicator **Library:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology* **Material:** factors of effective communicators **Reader:** *Widjaja. HAW 2010. Introduction to Communication Science Studies. Jakarta: PT Rineka Cipta*	3%

10	Communication Barriers and Evasion	Explain about communication barriers Explain about communication evasion	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Participatory Activities	case method 2 X 50		**Material:** communication barriers **References:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology* **Material:** communication evaluation **Reader:** *Widjaja. HAW 2010. Introduction to Communication Science Studies. Jakarta: PT Rineka Cipta*	12%
11	Adapting to Audiences Verbally and Visually	1.Implement audience interest management 2.Applying communication message design to the degree of audience understanding 3.Applying visual design to the audience	**Criteria:** 1.Accuracy in implementing audience interest management 2.The accuracy of applying communication message design to the degree of audience understanding 3.Accuracy of applying visual design to audiences **Form of Assessment** : Participatory Activities	case study 2 X 50		**Material:** 1. Managing audience interest 2. Adjusting to the degree of understanding of the audience 3. Visual adjustments to the audience **Reference:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology*	15%
12	rhetoric	1.Explains rhetoric as an extension of everyday conversation 2.Applying the process of planning rhetoric 3.Explain the challenges in rhetoric	**Criteria:** 1.Accuracy explains rhetoric as an extension of everyday conversation 2.The accuracy of implementing the process of planning rhetoric 3.Accuracy explains challenges in rhetoric **Form of Assessment** : Participatory Activities	Case study 2 X 50		**Material:** 1. Public speaking 2. Planning public speaking 3. Challenges in public speaking **Reference:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology* **Material:** Rhetoric Reader **:** *Widjaja. HAW 2010. Introduction to Communication Science Studies. Jakarta: PT Rineka Cipta*	15%
13	Communication Context	1.State the context of communication 2.Explain the differences in communication contexts	**Criteria:** 1.Accuracy in stating the context of communication 2.Accuracy explains differences in communication contexts **Form of Assessment** : Participatory Activities, Tests	lectures, questions and answers and discussions 2 X 50		**Material:** 1. Intrapersonal 2. Interpersonal 3. Groups and Organizations 4. Public 5. Mass communication **References:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology*	5%

No	Material	Sub-PO	Criteria / Form of Assessment	Learning Method / Time		Material / References	%
14	Development of new communication technologies	1. Explain the convergence of communications technology 2. Explain the implications of technological convergence in communication	**Criteria:** 1. Accuracy 2. Accuracy **Form of Assessment** : Participatory Activities	case study 2 X 50		**Material:** 1. New technological developments in communication 2. Convergence of communication technology and its implications **References:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology*	7%
15	Development of new communication technologies	1. Explain the convergence of communication technologies 2. Explain the implications of technological convergence in communication	**Criteria:** 1. Accuracy 2. Accuracy **Form of Assessment** : Participatory Activities	Problem Based Learning, Lectures, discussions and questions and answers 2 X 50		**Material:** 1. New technological developments in communication 2. Convergence of communication technology and its implications **References:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology* **Material:** Convergence of technology in communication **Reader:** *Mulyana, Deddy. 2010. Communication Science: An Introduction. Bandung: Rosadakarya Youth*	10%
16	Final exams	Able to use developments in new communication technology	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Participatory Activities	Case Study 2 X 50	- -	**Material:** Development of new communication technology **References:** *Arianto, Fajar, et al. 2020. Learning Communication Handout. Surabaya: Unesa FIP Educational Technology*	5%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	81.5%
2.	Test	18.5%
		100%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **Indicators for assessing** ability in the process and student learning outcomes 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 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.
7. **Forms of assessment:** test and non-test.
8. **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.
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 which can be presented in the form of several main points and sub-topics.
11. **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%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.