

Deskripsi Unit Kursus

Judul satuan kursus	Dasar-Dasar Jurnalistik*
Kode satuan mata kuliah	AK-081315
Jenis unit kursus (wajib, opsional)	Wajib
Tingkat satuan kursus (menurut EQF: Sarjana siklus pertama, Master siklus kedua)	Sarjana siklus pertama
Tahun studi saat unit kursus disampaikan (jika berlaku)	Tahun pertama
Semester/trimester saat satuan mata kuliah diserahkan	Semester dua
Jumlah kredit ECTS yang dialokasikan	
Nama dosen	
Hasil pembelajaran unit kursus	<ol style="list-style-type: none"> 1. Mahasiswa mampu menjelaskan Kode etik, produk dan Keterampilan jurnalistik 2. Mahasiswa mampu memahami ruang lingkup, sejarah dan perkembangan jurnalistik serta regulasi media 3. Mahasiswa mampu mengimplementasikan produk dan keterampilan jurnalistik 4. Mahasiswa mampu menghasilkan produk jurnalistik
Mode of delivery (face-to-face, distance learning)	Hybrid learning
Prerequisites and co-requisites (if applicable)	
Course content	<ol style="list-style-type: none"> 1. Sejarah dan Perkembangan Jurnalistik 2. Ruang Lingkup Jurnalistik 3. Ruang Lingkup Media Jurnalistik (Media massa) 4. Organisasi media 5. Keterampilan Dasar Jurnalistik 6. Produk Jurnalistik Non Berita 7. Jenis Berita dalam Jurnalistik 8. Nilai Berita 9. Proses Produksi Berita 10. Teknik Reportase Jurnalistik 11. Foto yang memiliki Nilai Jurnalistik 12. Regulasi Media 13. Kode Etik Jurnalistik 14. Pembuatan website sebagai produk jurnalistik elektronik

Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Kusumaningrat, H & Kusumaningrat, P. 2017. <i>Jurnalistik Teori & Praktik</i>. Bandung: Remaja Rosdakarya. 2. Romli A. Syamsul M. 2005. <i>Jurnalistik Terapan : Pedoman Kewartawanan dan Kepenulisan</i>; Bandung, Batik Press 3. Suhirman, I. 2005. <i>Menjadi Jurnalis Masa Depan</i>; Bandung, Dimensi Publisher 4. Rahardi, Kunjana R. 2006. <i>Asyik Berbahasa Jurnalistik</i>. Yogyakarta, Santusta 5. Anwar, R. 2004. <i>Bahasa Jurnalistik Indonesia & Komposisi</i>. Yogyakarta: Penerbit Media Abadi 6. Putra, R.M.S. 2006. <i>Teknik Menulis Berita dan Feature</i>. Jakarta: Indeks. 7. Sumadiria, A.S.H. 2006. <i>Bahasa Jurnalistik: Panduan Praktis dan Jurnalis</i>. Bandung: Penerbit Simbiosis Rekatama Media. 8. Suhandang, Kustadi. 2004. <i>Pengantar Jurnalistik</i>. Bandung: Nuansa. 9. Tebba, Sudirman. 2005. <i>Jurnalistik Baru</i>. Jakarta: Kalam Indonesia. 10. Ermanto. 2005. <i>Wawasan Jurnalistik Praktis</i>. Yogyakarta: Cinta Pena. 11. Anwar, R. 2004. <i>Bahasa Jurnalistik Indonesia & Komposisi</i>. Yogyakarta: Penerbit Media Abadi
Planned learning activities and teaching methods	Student presentation, group discussion, project-based learning, case-based learning, summarizing, group work and discussion
Language of instruction	Bahasa Indonesia
Assessment methods and criteria	Participatory activity, creative writing project outcomes, quizzes, mid and final semester exams.

Dasar – Dasar Jurnalistik

Writing project on conventional platform.

Direction: chose one of the following topics as writing project topic.

1. Menjelaskan sejarah dan ruang lingkup jurnalistik
2. Menjelaskan jenis-jenis berita jurnalistik
3. Analisis foto yang mengandung nilai jurnalistik

Writing project on digital platform.

Direction: chose one of the following topics as writing project topic.

1. Membuat konten naskah berita
2. Membuat karya foto jurnalistik
3. Membuat karya video reportase
4. Mengimplementasikan pembuatan website jurnalistik

Mid-term test for English creative writing course.

Direction: write 1000 words of written content. Choose one of the following topics as theme.

1. Menulis hasil analisis konten website jurnalistik yang dikembangkan
2. Menulis pembuatan naskah berita feature

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	The paper demonstrates that the author has little understanding of the course.

2	Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.	The topic is not relevant with the given instruction.
3	Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	The discussion is superficial and not academic, with no relevant references.
4	Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties Together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie Together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships	The writing is highly problematic and difficult to understand.

