

Description of Course Unit

Course unit title	Digital Journalism
Course unit code	AK081319
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First cycle bachelor
Year of study when the course unit is delivered (if applicable)	Third year
Semester/trimester when the course unit is delivered	Fifth Semester
Number of ECTS credits allocated	4.8
Name of lecturer(s)	-
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Mahasiswa mampu menjelaskan Kode etik, produk dan Keterampilan jurnalistik online 2. Mahasiswa mampu memahami ruang lingkup, sejarah dan perkembangan jurnalistik serta regulasi media online 3. Mahasiswa mampu mengimplementasikan produk dan keterampilan jurnalistik online 4. Mahasiswa mampu menghasilkan produk jurnalistik online
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. Pengantar Digital Journalism 2. Definisi & Karakteristik Digital Journalism 3. Konvergensi Media 4. Media Online 5. Gaya Penulisan Naskah pada Media Online 6. Teknik Menulis Berita, Artikel, Feature dan Teknik SEO 7. Media Sosial dan Jurnalisme Media Sosial 8. Kualifikasi Wartawan di Media Online 9. Jurnalistik dan Regulasi Media Online 10. Trend Pemberitaan Online: Clickbait Journalism & Kredibilitas Media Online 11. Digital Journalism Berbasis Data 12. Jurnalisme Data dan Kebebasan Digital 13. Melindungi Sumber Jurnalisme di Era Digital 14. Strategi Penelitian dalam Digital Journalism
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Lloyd, John & Laura Toogood. 2015. Journalism & PR: News Media and Public Relations in Digital Age. I.B.Tauris & Co. Ltd 2. Romli, Asep Syamsul .M. 2018. Jurnalistik online:

	<p>Panduan mengelola media online. Nuansa Cendekia.</p> <ol style="list-style-type: none"> 3. Siapera, Eugenia & Andreas Veglis. 2012. The Handbook of Global Online Journalism. John Wiley & Sons, Inc. 4. Ward, Mike. 2002. Journalism online. Elsevier Science Ltd. 5. Wendratama, Engelbertus. 2017. Jurnalisme Online, Panduan Membuat Konten Online yang Berkualitas dan Menarik. Bentang Pustaka. 6. Mapping Digital Media: Global Finding. 2014. Digital Journalism: Making News, Breaking News. Open Society Foundations. 7. Tamara Witschge, C.W. Anderson, David Domingo and Alfred Hermida. 2016. The SAGE Handbook of Digital Journalism. Sage.
Planned learning activities and teaching methods	Student presentation, group discussion, project-based learning, case-based learning, summarizing, Literature Review
Language of instruction	English and Bahasa Indonesia
Assessment methods and criteria	Participatory activity, creative writing project outcomes, quizzes, mid and final semester exams.

Digital journalism assessment rubric

Problem Based Learning on conventional platform.

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

1. Mengumpulkan beberapa sumber online dan membuat menjadi satu Eksplanation News Artikel. The content is printed and presented.
2. Create a paper about research trends in digital journalism. The content is printed and presented.

Writing project on digital platform.

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

1. Creating creative and engaging video-log content for news report purposes. The content is recorded and presented.
2. Creating creative and engaging audio storytelling for narration news purposes. The content is recorded and presented.
3. Creating creative and engaging written content for caption news in social media. The content is printed and presented.

Mid-term test for Digital journalism course.

1. Menulis sebuah artikel dan mempublikasikannya di media online.
2. Membuat sebuah konten video atau audio dengan tema sosial-politik dan mempublikasikannya di media sosial.
3. Work on essay questions from the learning material that has been studied

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.