

Description of Course Unit

Course unit title	Event Management
Course unit code	IT081325
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	Sixth semester
Number of ECTS credits allocated	
Name of lecturer(s)	
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Students are able to plan, implement, monitor and develop communication events and conduct evaluations both on oneself and work groups. 2. Students are able to demonstrate an attitude of responsibility for work in the field of event management expertise within the scope of Communication Science independently. 3. Students are able to explain the basic elements in the implementation of events and adjust to the needs of industry and society both locally, nationally and globally. 4. Students are able to carry out high-level thinking processes and make appropriate decisions in the context of problem solving in event management.
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. Definition Of Event Management 2. Impact Of Event Management 3. Stakeholders and Event Concept 4. Events Planning 5. Human Resources Planning Process in Event Management 6. Event Marketing Strategy 7. Sponsorship 8. Budget Event 9. Event Supervision and Budget Function 10. Risk Management and Event Legal Issues 11. Concepts, Roles and Matters Related to Event Logistics 12. Staging Events 13. Produce Project Proposal of Event Management

	14. Presentation Of Event Management Proposal
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Noor, Any. 2013. Management Event. Penerbit Alfabeta, Bandung. 2. Natoradjo, Sulyus. 2011. Event Organizing: Dasar-Dasar Event Management, Penerbit PT Gramedia Pustaka Utama, Jakarta. 3. Bowdin, Glenn. A.J., dkk. 2006. Second Edition. Events Management. Elsavier Ltd. 4. Noorsasetya, Ananta Haris.2015. Modul Perkuliahan Event Management: Budgeting Menyusun Anggaran Event. Universitas Mercu Buana. 5. Sulistyowati, Nina dan Harisma, Eka.2016. Modul Manajemen Event JPD 2316. Politeknik Negeri Jakarta
Planned learning activities and teaching methods	Collaborative learning, contextualizing, project-based learning, self-learning and relating to real life examples and experiences
Language of instruction	English and Bahasa Indonesia
Assessment methods and criteria	Participatory activity, creative writing project outcomes, quizzes, mid and final semester exams.

Event Management Assessment Rubric

Event project on conventional platform.

Direction: chose one of the following concepts of event project.

1. Creating creative and engaging event project planning for informal event. The content is printed and presented.
2. Creating creative and engaging event project planning for formal event. The content is printed and presented.

Event project on digital platform.

Direction: chose one of the following concepts of event project.

1. Creating creative and engaging video-log content about an informal event. The content is recorded and presented.
2. Creating creative and engaging video-log content about a formal event. The content is recorded and presented.

Mid-term test for Event Management course.

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of knowledge	Students have a very good understanding of the concepts that have been explained previously. They are able to precisely define each concept and explain in detail the important parts of the concept.	Students have a good understanding of the concepts that have been explained previously. The concepts can be explained in general although not in detail but still appropriate.	Students have a fairly good understanding of the concepts that have been explained previously. The concepts can be explained quite appropriately.	Students have a poor understanding of the concepts that have been explained previously. The concepts cannot be explained sufficiently.	Students have a very poor understanding of the concepts that have been explained previously. The concepts are difficult to explain in an appropriate way.

2	Depth of discussion	In-depth discussion & elaboration in all sections of the paper. There is a very good match between the chosen event concept and its elaboration.	In-depth discussion & elaboration in most sections of the paper. There is a good fit between the chosen event concept and its elaboration.	There is a slight mismatch between the chosen event concept and the description given.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	The discussion is superficial and there are irrelevant points between the concept of the event and the description given.
3	Analytical Thinking	Students' ability to think analytically is very good and has high relevance and is in accordance with current conditions.	Students' ability to think analytically is good and has good relevance and is in accordance with current conditions.	Students' ability in analytical thinking is quite good and has sufficient relevance although there is a slight discrepancy with the current conditions.	Students' ability in analytical thinking is not good and there is very little relevance and there are discrepancies with current conditions.	Students' ability in analytical thinking is very poor and there is no relevance and there are discrepancies with current conditions.