Description of Course Unit

Course unit title	Media Relations*
Course unit code	IT081216
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)	Second year
Semester/trimester when the course unit is delivered	Fourth semester
Number of ECTS credits allocated	
Name of lecturer(s)	
Learning outcomes of the course unit	1. Students are able to identify the relationships and opportunities between public relations and mass media. 2. Students are able to explain the importance of mass media in Public Relations' activities. 3. Students are able to explain the change from 'press relations' to 'media relations'. 4. Students are able to identify television mass media. 5. Students are able to identify digital mass media. 6. Students are able to identify digital media institutions. 7. Students are able to explain the criteria for good cooperation with media institutions. 8. Students are able to identify the characteristics of journalists and content creators. 9. Students are able to explain how journalists and content creators work. 10. Students are able to implement how to collaborate with journalists and content creators 11. Students are able to explain the relationship model with television and digital mass media. 12. Students are able to explain the forms of media relations activities. 13. Students are able to execute the plan for press releases on digital media. 14. Students are able to explain how to distribute messages on social media. 15. Students are able to implement media relations writing techniques. 16. Students are able to implement a strategy to become a media resource. 17. Students are able to implement the media monitoring.

Mode of delivery (face-to-face, distance learning)	Hybrid learning
Prerequisites and co-requisites (if applicable)	-
Course content	1. Public Relations and Mass Media 2. Change from Press Relations to Media Relations 3. Television Mass Media 4. Digital Mass Media 5. Media Institutions 6. Journalists and Content Creators 7. Relationship Model with Mass Media 8. Strategy for Building Relationships with Mass Media 9. Forms of Media Relations Activities 10. Press Release 11. Media Relations Writing Techniques 12. Strategy for Becoming a Media Resource Person 13. Media Monitoring
Recommended or required reading and other learning resources/tools	1. Rini Darmastuti, SSos.,MSi. 2012. Media Relations : Konsep, Strategi & Aplikasi. Yogyakarta : ANDI. 2. Aceng Abdullah, Drs. 2004. Press Relations. Kiat Berhubungan Dengan Media Massa. Bandung : Rosda. 3. Diah Wardhani. 2008. Media relations. Yogyakarta : graha Ilmu 4. Yosal Iriantara, Dr. 2011. Media Relations : Konsep, Pendekatan, dan Praktik. Bandung : Simbiosa Rekatama Media. 5. Carroll, Brian. 2017. Writing and Editing for Digital Media 3rd Edition. Oxfordshire: Routledge. 6. Cosentino, Gabriele. 2020. Social Media and the Post-Truth World Order. Switzerland: Palgrave Pivot Cham.
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, writing press releases and other writings for media relations' occasions, planning media relations activities, quizzes, mid and final semester exams.

Media Relations Assessment Rubric

Writing project on conventional platform.

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

1. Create a paper related to media relations writing techniques, such as straight news and features. The content is printed and presented
2. Create a paper about research trends in digital studies public relations. Focused on media monitoring activities. The content is printed and presented

Writing project on digital platform.

Direction:

Create digital press releases on social media and websites. The content is presented.

Mid-term test for English creative writing course.

1. Direction: Make a short video for digital press releases about an issue (such as product launching, controversy, internal problems, etc). The content is recorded and presented

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	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.

2	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.
3	Creativity and Originality	Skilled in video editing, good videos, interesting presentation concepts and personal work, not taking from other people's work	Good videos, interesting presentation concepts and personal work, not taking from other people's work	lack of skill in video editing, video shooting is not good, the presentation concept is less attractive	lack of skill in video editing, the video shooting is not good, the presentation concept is less interesting and many people copy other people's work	The video shooting is not good, the sound is unstable, there is a lot of noise, the presentation concept is not attractive and imitates other people's work