

**Description of Course Unit**

Course unit title	Penulisan Ilmiah
Course unit code	AK081210
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	2.78
Name of lecturer(s)	
Learning outcomes of the course unit	<ol style="list-style-type: none"> <li>1. Siswa Mampu memahami ruang lingkup penulisan ilmiah</li> <li>2. Siswa mampu menyusun proposal penulisan ilmiah</li> <li>3. Siswa mampu Menyusun hasil penelitian dalam bentuk penulisan ilmiah</li> <li>4. Mampu menghasilkan penelitian ilmiah komunikasi dan mempresentasikan didepan dewan penguji sidang penulisan ilmiah</li> <li>5. Siswa mampu mengimplementasikan dan mempublikasikan hasil penelitian komunikasi</li> </ol>
Mode of delivery (face-to-face, distance learning)	Luring learning
Prerequisites and co-requisites (if applicable)	-
Course content	<ol style="list-style-type: none"> <li>1. Konsep penulisan ilmiah</li> <li>2. Merumuskan topik penulisan ilmiah</li> <li>3. Merumuskan tujuan dan metodologi penelitian</li> <li>4. Menyusun literatur yang relevan dengan topik penulisan ilmiah</li> <li>5. Merumuskan kerangka teori</li> <li>6. Menyusun metodologi penelitian</li> <li>7. Menyebarkan data berupa questioner atau wawancara</li> <li>8. Menganalisis hasil pengumpulan data</li> <li>9. Mengolah data</li> <li>10. Menganalisis data</li> <li>11. Menulis hasil penelitian dan pembahasan</li> <li>12. Mempresentasikan hasil penulisan ilmiah</li> <li>13. Evaluasi hasil penulisan ilmiah</li> <li>14. Menyusun jurnal hasil penulisan ilmiah dan Publikasi</li> </ol>

Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. John W. Creswell, and J. David Creswell (2018) Research design : qualitative, quantitative, and mixed methods approaches, Fifth edition. Los Angeles : SAGE Publications, Inc.</li> <li>2. Leavy, P. (2022). Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches. Guilford Publications.</li> <li>3. Griffin, E. M. (2006). A first look at communication theory. McGraw-hill.</li> <li>4. Lucas, S. E. (2019). The Art of Public Speaking. New York: McGraw-Hill Education</li> <li>5. Budi Setiawan (2016), Teknik Praktis Analisis Data Penelitian Sosial &amp; Bisnis dengan SPSS,</li> </ol>
Planned learning activities and teaching methods	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 activities, scientific writing results, quizzes, mid-term and final exams

## scientific writing assessment rubric

### Project Based Learning

**Directions: look for communication research journals in national and international journals**

1. Look for 5 international journals and 5 national journals
2. Look for differences in the use of research methods from each journal
3. Develop research and dissemination instruments
4. Process and analyze research data results

### Project-based learning

**Directions: present the results of your research findings**

1. Make it in an attractive ppt form
2. Use public speaking skills

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.

5	Spelling & grammar	No spelling &/or grammar mistakes.	minimal spelling or grammar mistakes	noticeable spelling or grammar mistakes	Unacceptable number of spelling and/or grammar mistakes.	the mistakes are so severe that makes it hardly possible to understand.
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