Description of Course Unit
according to the ECTS User's Guide 2015

Course unit title	**Mutimedia Communication**
Course unit code	AK081304
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)	Ahmad Nasher S.Ikom, MM
Learning outcomes of the course unit	Students are able to explain the definition of multimedia communication, media convergence, the history of technological development, multimedia in general and within the scope of communication, able to explain the differences in the concepts of multimedia, media digitization, and media ecology in the convergence era (CPL1, CPL3) Students are able to explain the types, forms, information spaces and social realities in cyber media, and being able to apply social media concept ideas related to the fields of journalism, marketing and public relations (CPL2, CPL3) Students are able to explain and categorize types of internet ethics, legal aspects of social media, misuse of social networks, representation of identities in cyber media, virtual communities and expressions, fan vulture and online donations and the application of digital democracy to the development of life reality (CPL1, CPL2, CPL4) Students are able to explain, analyze and produce design work as multimedia communication regarding digital media literacy, content strategy, audience characteristic and demographic, content planning, targeting and management (CPL2, CPL5) Students are able to explain and present the results of digital content production work, social media management and multimedia communication research (CPL2, CPL3, CPL4)
Mode of delivery (face-to-face, distance learning)	Hybrid Learning
Prerequisites and co-requisites (if applicable)	

Course content	1. Basic Concepts of Multimedia Communication 2. Development of Multimedia Communication 3. Media convergence 4. Cybermedia 5. Implications of social media presence 6. Law & Ethics (*Netiquette*) 7. Popular Culture on social media 8. Media literacy in digital era 9. Digital content design creation 10. Digital content production approach 11. Multimedia products in cyber media 12. Social media management 13. Multimedia communication research implications 14. Virtual Ethnography
Recommended or required reading and other learning resources/tools	1. Tamburaka, Apriadi. 2013. Literasi Media: Cerdas Bermedia Khalayak Media Massa. PT. Rajagrafindo Persada: Jakarta 2. Nasrullah, Rulli. 2014. Teori dan Riset Media Siber (*Cybermedia*). Kencana Prenada Media Group: Jakarta 3. Alyusi, Shiefti Dyah. 2016. Media Sosial: Interaksi, Identitas dan Modal Sosial. Kencana: Jakarta 4. Nasrullah, Rulli. 2016. Media Sosial: Perspektif Komunikasi, Budaya dan Sosioteknologi. Simbiosa Rekatama Media: Bandung 5. *E-Book* Tim Pusat Humas Kementerian Perdagangan RI. 2014. Panduan Optimalisasi Media Sosial untuk Kementerian Perdagangan RI. Kemendagri: Jakarta 6. Jurnal Balai Pengkajian dan Pengembangan Komunikasi dan Informatika Bandung (BPPKI). 2012. Digitalisasi dan Konvergensi Media. Kominfo: Bandung 7. Jurnal. Maulana, Murad. Definisi, Manfaat dan Elemen Penting Literasi Digital. 2015 8. Jurnal Humaniora Vol.6 No.4 Oktober. 2015. Silaban, Martha Warta, Gracia Rachmi Adiarsi & Yolanda Stellarosa. Literasi Media Internet Di Kalangan Mahasiswa 9. Prosiding Jurnal Internasional. 2016. *Good Governance in the policy implementation process and public communication*. FISIP Universitas Muhammadiyah: Jember
Planned learning activities and teaching methods	Collaborative learning, contextualizing, problem-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, *self-assessment*, *peer-assessment,* quizzes, mid and final semester exams.

Multimedia Communication assessment rubric

Problem-Based Learning on conventional platform.

Direction: chose one of the following topics as problem topic.

1. Looking for journals that include news phenomena of the application or violation of law & ethics (netiquette) on the Internet. The content is printed and presented.

2. Looking for journals that contain popular culture phenomena on the internet such as identity representation, virtual communities, digital democracy, online self-disclosure, fan culture and crowdfunding. The content is printed and presented.

Problem-Based Learning on Digital platform.

Direction: chose one of the following topics as problem topic.

1. Summarize the material understanding of media convergence and look for material related to the practice of media political economy in Indonesia. The content is uploaded in social media and presented.

2. Evaluate journals related to multimedia communication research. The content is uploaded in social media and presented.

Mid-term test for Multimedia Communication course.

Direction: Working on essay questions from the materials that have 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 and 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.