



Description of Course Unit

Course unit title	Civic Education
Course unit code	PP000207
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)	First year
Semester/trimester when the course unit is delivered	First semester
Number of ECTS credits allocated	3.2
Name of lecturer(s)	Ary Natalina, Ati Harmoni, Neltje F Katuuk, Gatot Subiyakto
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Devoted to the Almighty God, capable of showing a religious attitude, upholding moral and ethical values 2. Mastering the theoretical concepts of Communication Science, being able to apply them logically, critically, innovatively, responsibly and respecting the work of others
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. The Concept and Urgency of Citizenship Education in the Intelligence of the Nation's Life 2. Citizenship Education in developing complete graduate or professional abilities. 3. National identity as a determinant of nation and character development 4. Historical, Sociological, Political about National Integrity 5. National integration as one of the parameters of national unity and unity. 6. The 1945 Constitution and statutory provisions under the Constitution. 7. Obligations and rights of the State and citizens in a

	<p>democracy that is based on popular sovereignty and deliberation to reach consensus</p> <ol style="list-style-type: none"> 8. Indonesian democracy is based on Pancasila and the 1945 Constitution 9. Fair law enforcement 10. Archipelago Insight Urgency Concept 11. Archipelago insight as a collective conception and view of Indonesian nationality in the context of world relations 12. Historical Dynamics and Insights into the Archipelago 13. National resilience and state defense for Indonesia in building a collective national commitment. 14. The Essence and Urgency of National Resilience and National Defense
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Citizenship Education for Higher Education, Directorate General of Belmawa Ristekdikti, print I, 2016. 2. 1945 Constitution Result of Amendment in August 2002, Jakarta. 3. Gunadarma University, Diktat on Citizenship Education Lectures, 2006 Edition 4. Citizenship Education in Higher Education, Prof. Dr. H. Kaelan, M.S. Drs. H. Achmad Zubaidi, M.Si, 2007 5. The basic laws of Geopolitics and Geostrategy within the framework of the integrity of the Republic of Indonesia by Prof. DR Ermaya Suradinata, SH.MS, MH, 2005 6. Open Tax Awareness Material for PT, DJP Education Team, Print I 2016 7. Citizenship Education books and other sources. 8. Tax Awareness Open Material Book for Higher Education, Director General of Taxes, 2016
Planned learning activities and teaching methods	Group presentations, group discussions, case-based learning, summarizing, group work and discussions
Language of instruction	English and Indonesian
Assessment methods and criteria	Active participatory, quizzes, mid-semester and final exams

Civic Education Assessment Rubric

Writing project on conventional platform.

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

1. Explain the concept and urgency of Civic Education in Life Intelligence. The content is printed and presented
2. Explain just law enforcement. The content is presented.
3. Explain the concept of archipelago insight. The content is printed and presented.
4. Explain the archipelago's insight as a conception and collective view of Indonesian nationality in world affairs. The content is printed and presented.

Mid-term test for English creative writing course.

Direction: write 1000 words of written content. Choose one of the following topics as theme.

1. Write down the history, sociology, politics of National Integrity
2. Write down phenomena related to equitable law enforcement

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.