



### Description of Course Unit

Course unit title	Sociology of Communication and Media
Course unit code	IT081351
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	Second semester
Number of ECTS credits allocated	4.8
Name of lecturer(s)	Pipit Fitriyah, Anacostia Kowanda, Citra Puspa Maulidina, Cholidah Astri Pertiwi
Learning outcomes of the course unit	<ol style="list-style-type: none"> <li>1. Mastering the theoretical concepts of Communication Science, being able to apply them logically, critically, innovatively, responsibly and respecting the work of others</li> <li>2. Understand communication problems faced by contemporary society and be able to conduct research on digital communication, culture, public relations and media using various communication research methods</li> </ol>
Mode of delivery (face-to-face, distance learning)	Hybrid learning
Prerequisites and co-requisites (if applicable)	-
Course content	<ol style="list-style-type: none"> <li>1. Development of Sociology, Objects of Sociology, Culture and Society</li> <li>2. Social Interaction and Social Change</li> <li>3. Social Movements, Social Deviations</li> <li>4. Social Groups and Social Stratification</li> <li>5. The Relationship between Sociology and Communication</li> <li>6. Communication processes in society</li> <li>7. Communication and Social Change</li> <li>8. Theories of Sociology of Communication</li> <li>9. Technology and Media Developments</li> </ol>

	<ul style="list-style-type: none"> <li>10. Construction of Social Reality</li> <li>11. Imitation Theory of Mass Media</li> <li>12. Innovation and Public Attitudes Towards Media</li> <li>13. Political Economy of Media, Representation of Minority Groups in the Media</li> <li>14. Pop Culture</li> </ul>
Recommended or required reading and other learning resources/tools	<ul style="list-style-type: none"> <li>1. Budi, S., &amp; Soerjono, S. (2017). Sociology An Introduction. Rajawali Press</li> <li>2. Burhan, B. (2006). Sociology of communication: Theories, paradigms and discourses of communication technology in society. Jakarta: Kencana Prenada Media Group, 74.</li> <li>3. Joseph Straubhaar, Robert LaRose, and Lucida Davenport, Media Now: Understanding Media, Culture, and Technology, 2015</li> <li>4. Mahyuddin, M. A. (2019). Sociology of Communication: (Dynamics of Social Relations in the Era of Virtuality). Sophia Publishers.</li> <li>5. Liliweri, A. (2010). Community communication strategy. Painting Rainbow Characters.</li> </ul>
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 Indonesian
Assessment methods and criteria	Participatory activity, simple games project outcomes, quizzes, mid and final semester exams

## Sociology of Communication and Media Assesment Rubric

### Writing project on conventional platform.

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

1. Prepare a summary in the form of a paper on the sociology of communication including definitions, developments
2. Make an explanation about the objects of sociological study of communication

### Writing project on digital platform.

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

1. Make an explanation of the overview of Communication and Social Change
2. Discussing a case study in depth with sociological theories of communication

### Mid-term test for English creative writing course.

Work on essay questions from the learning material that has been studied regarding mapping media innovation and its impact on communication in society by choosing one of the mass or online media which is discussed scientifically with sociological theories of communication

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	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	Sometimes ties Together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not	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	The writing is highly problematic and difficult to understand.

		the relationship among material obtained from all sources.	obtained from all sources.	demonstrate an understanding of the relationship among material obtained from all sources.	not demonstrate understanding any relationships	
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 it is hardly possible to understand.