

Description of Course Unit

Course unit title	Scientific Research
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	3.2
Name of lecturer(s)	Advisor
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Performing the theoretical concepts of Communication Science, able to implement them logically, critically, innovatively, responsibly and generate the work of others 2. Distinguish communication problems faced by contemporary society and be able to execute research on digital communication, culture, public relations, and media using various communication research methods
Mode of delivery (face-to-face, distance learning)	Offline learning
Prerequisites and co-requisites (if applicable)	-
Course content	<ol style="list-style-type: none"> 1. Recall the concept of scientific writing 2. Construct scientific writing topics 3. Construct research objectives and methodologies 4. Compile literature relevant to the topic of scientific writing 5. Construct a theoretical framework 6. Perform research methodology 7. Present data in the form of questioners or interviews 8. Identify data collection results 9. Merge data 10. Interpret data 11. Generate research results and discussion 12. Present the results of scientific writing 13. Construct the evaluation of scientific writing results 14. Compile journals of scientific writing and publications

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