Description of Course Unit

Course unit title	Television Program Production
Course unit code	IT081346
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 years
Semester/trimester when the course unit is delivered	Fifth Semesters
Number of ECTS credits allocated	4.8
Name of lecturer(s)	Widyo Nugroho, Fetty Arisandi Kusumawati, Reni Fitriani, Paujiatul Arifah
Learning outcomes of the course unit	1. Explain the history &; development of TV in Indonesia 2. Explain TV program production work standards (Pre-production, Production and Post-production) 3. Explain TV news programs 4. Explain and produce TV Non-News (Feature) programs 5. Explain and produce non-news (documentary) TV programs 6. Interpret TV program production
Mode of delivery (face-to-face, distance learning)	Hybrid learning
Prerequisites and co-requisites (if applicable)	-
Course content	1. Potential of TV Programs as a broadcasting medium 2. Work standards for TV program production 3. Pre-production of TV programs 4. TV Program Production 5. Post Production of TV Programs 6. Camera language 7. Designing and writing the script 8. Script analysis, preparation for program production 9. TV program production equipment 10. TV program production activities with a single camera 11. TV program production activities with multiple cameras 12. Evaluation of instructional TV programs
Recommended or required reading and other learning resources/tools	1. . Widyo Nugroho, Yohanes Ari &; Sendi Eka Nanda 2020; Introduction to Radio TV Technology; Publisher Gunadarma 2. Benny A Personal; Video media production; Open University Publisher

	3. Andi Fahruddin; the basics of TV program production ; Kencana Prenada
	4. Martie Cook 2007; Write to TV ; British Library
	5. Morissan, M.A. 2013; Broadcast Media Management strategy of managing radio and TV
	6. Adi Badjuri, 2013; TV Journalism ; publisher Graha Ilmu
	7. Morison, 2014; State-of-the-art TV Journalism
	8. Heinich, R. and Molenda, M. (2005). Instructional Media and Technology. Wadsworth Publishing Company.
	9. Fisch, AM; Truglio, R.T., ed. (2001), "G" is for Growing: Thirty Years of Research on Children and Sesame Street, Mahwah, NJ: Lawrence Erlbaum Associates.
	10. Maloy, R.W., Verock, R.E., Edwards, S.A, Woolf, B. P. (2017) Transforming Learning with New Technologies (3rd ed). Boston: Pearson.
	11. Zetll, H. (2012). Television Production Handbook. San Francisco: Wadsworth Publishing Company.
	12. Zetll, H. (2018). Video Basics. San Francisco: Wadsworth Publishing Co.
Planned learning activities and teaching methods	1. Presentation 2. Group discussion 3. Problem based learning 4. Project based learning 5. Collaborative learning 6. Working groups and discussions
Language of instruction	Indonesian
Assessment methods and criteria	Participatory activities, results of television program making projects, quizzes, mid-semester and final exams.

TV Program Production Assessment Rubric

Creating Television Programs.

Directions: Choose a topic for making TV programs.

1. Create/produce a 30 minute learning TV program.

2. Create/produce a 5 minute TV News program.

Writing project on digital platform.

Directions: Choose one of the topics for creating an event program on Instagam TV social media

1. Create/produce a company profile for an MSME, duration 10 minutes.
2. Create/produce a 1 minute TV advertisementCreate/produce a company profile of an MSME with a duration of 10 minutes.
3. Create/produce a 1 minute TV advertisement

Mid-term test for TV Program Production

Direction: choose one of the following themes: Create a TV program production plan, in the form of a plot, synopsis and scenario for 2 columns.

1. Learning Television in photography courses
2. Company profile manuscript for an MSME

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	The truth of the content of the material	1. The correct content of the material is free from conceptual errors 2. Current and up-to-date material 3. Coverage and adequacy	All the assessment indicators are there but they are still not correct	There are at least 2 correct indicators	There is at least 1 correct indicator	None of them are correct

2	Learning design	1. Suitability of delivery strategy to the characteristics of the relevant audience (students). 2. Accuracy of delivery strategies so as to enable ease and speed of understanding and mastery of material, concepts or skills 3. The level of possibility encourages students' abilities to think critically and solve problems 4. Level of contextuality with application/application in real life that suits the characteristics of the audience 5. Accuracy of media selection compared to other media	There are at least 4 correct indicators	There are at least 3 correct indicators	There are at least 2 correct indicators	There is at least 1 correct indicator

| 3 | Learning media and communication | 1. Suitability and quality of the use of graphics and visuals to the purpose, content of the material and characteristics of the audience
2. Suitability and quality of the use of audio and narration with the objectives, content of the material and characteristics of the audience
3. Suitability and quality of video use with the purpose, content of the material and characteristics of the audience
4. Suitability and quality of the use of animation and simulation to the objectives, content of the material and characteristics of the audience
5. Accuracy in the use of communication language according to the objectives, content of the material and student characteristics
6. Level of activity and ease of navigation
7. The overall attractiveness | There are at least 6 correct indicators | There are at least 5 correct indicators | There are at least 4 correct indicators | There are at least 3 correct indicators |

		of the media packaging (tpology, colors,				

| 4 | Implementation capacity and user response | 1. Ease of use
2. The possible level of student interest and motivation when used in learning both individually and in the classroom
3. Possibility of being used for individual learning by students and/or teaching aids for teachers
4. The level of possibility encourages students' abilities to think critically and solve problems
5. The level of contextuality with application/application in real life according to the characteristics of the audience
6. The level of possibility provides ease and accuracy in mastering material, concepts and skills related to related topics | There are at least 5 correct indicators | There are at least 4 correct indicators | There are at least 3 correct indicators | There are at least 2 correct indicators |