

### Description of Course Unit

Course unit title	Bachelor Thesis
Course unit code	AK081613
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)	Fourth year
Semester/trimester when the course unit is delivered	Eighth semester
Number of ECTS credits allocated	9,6
Name of lecturer(s)	Advisor
Learning outcomes of the course unit	<ol style="list-style-type: none"> <li>1. Recognize God Almighty, perform religious attitude, uphold moral and ethical values.</li> <li>2. Recognize the law and perform a sense of nationalism in the diversity of cultures, views, religions, beliefs, and demonstrate community life based on Pancasila.</li> <li>3. Identify the theoretical concepts of Communication Science, implement them logically, critically, innovatively, responsibly and present appreciation the work of others.</li> <li>4. Identify communication problems faced by contemporary society and execute digital communication, cultural, public relations, and media research using various communication research methods.</li> <li>5. Compile knowledge gained outside the study program through the MBKM program.</li> </ol>
Mode of delivery (face-to-face, distance learning)	Offline learning
Prerequisites and co-requisites (if applicable)	Students have completed 138 credits
Course content	<ol style="list-style-type: none"> <li>1. Course introduction and explanation of the final project/comprehensive exam</li> <li>2. Preparation of final project proposal/study plan</li> <li>3. Literature review and theoretical framework</li> <li>4. Research/study methodology</li> <li>5. Implementation of research/study</li> <li>6. Data Analysis</li> <li>7. Writing the final project report/comprehensive exam</li> <li>8. Preparation for final project presentation/comprehensive examination</li> <li>9. Presentation and final project examination/comprehensive examination</li> </ol>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. John W. Creswell, and J. David Creswell (2018) Research design: qualitative, quantitative, and mixed methods approaches, Fifth edition. Los Angeles: SAGE Publications, Inc.</li> <li>2. Leavy, P. (2022). Research design: Quantitative,</li> </ol>

	<p>qualitative, mixed methods, arts-based, and community-based participatory research approaches. Guilford Publications.</p> <ol style="list-style-type: none"> <li>3. Griffin, E. M. (2006). A first look at communication theory. McGraw-hill.</li> <li>4. Lucas, S. E. (2019). The Art of Public Speaking. New York: McGraw-Hill Education.</li> <li>5. Budi Setiawan (2016), Teknik Praktis Analisis Data Penelitian Sosial &amp; Bisnis dengan SPSS</li> </ol>
Planned learning activities and teaching methods	Project-based learning, literature review
Language of instruction	English and Bahasa
Assessment methods and criteria	Independent activities, scientific research project results, quizzes, mid- and end-of-semester exams.

## Bachelor Thesis Assessment Rubric

### Project Based Learning on conventional platform.

1. Create a research proposal with quantitative methods. The content is printed and presented.
2. Create a research proposal with qualitative methods. The content is printed and presented.

### Mid-term test for English creative writing course Final Project/Comprehensive.

Work on essay questions from the learning material that has 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	Research topics	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.
2	Research topics	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.