## Description of Course Unit

| Course unit title | Public Opinion |
|---|---|
| Course unit code | IT081210 |
| 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 | Eight semester |
| Number of ECTS credits allocated | 3.2 |
| Name of lecturer(s) | Ahmad Yazid L., Evan Saktiendi., Yuning Ika R., Yusuf Maulana |
| Learning outcomes of the course unit | 1. Understand communication issues faced by contemporary society and be able to conduct research on digital communication, culture, public relations and media using various communication research methods.<br>2. Able to maintain good relations with the media and able to plan, implement, monitor and develop digital communication programs. |
| Mode of delivery (face-to-face, distance learning) | Hybrid learning |
| Prerequisites and co-requisites (if applicable) | - |
| Course content | 1. Concept of public opinion<br>2. Difference of attitude, opinion and type of opinion<br>3. Theory of public opinion<br>4. Opinion leader and community media<br>5. Public opinion campaign and marketing<br>6. Public opinion propaganda, rhetoric, and agitation.<br>7. Public relations and public opinion<br>8. Politics and public opinion<br>9. Mass media and public opinion<br>10. Utilizing public opinion, obstacles in public opinion, public opinion and policy<br>11. Public opinion influenced by social media<br>12. Methodology to collect data public opinion<br>13. Methodology to measure data public opinion |

| | 14. Project of public opinion research |
|---|---|
| Recommended or required reading and other learning resources/tools | 1. Glynn, C. J., Herbst, S., Lindeman, M., O'Keefe, G.J. & Shapiro, R.Y. (2016). *Public Opinion: Third Edition*. New York: Routledge.<br>2. Smith, B. L., Lasswell, H. D. & Casey, R. (2015). *Propaganda, Communication and Public Opinion: A Comprehensive Reference Guide*. Amerika: Princenton University Press.<br>3. Salmon, C.T., Donsbach, W. & Tsfati, Y. (Ed.). (2014). *The Sprila of Silence: New Perspectives on Communication and Public Opinion*. New York: Routledge.<br>4. Protess, D. L. & McCombs, M. (Ed.). (2016). *Agenda Setting: Readings on Media, Public Opinion, and Polcymaking*. New York: Routledge.<br>5. Splichal, S. (2022). *Datafication of Public Opinion and the Public Sphere*. London: Anthem Press.<br>6. McCombs, M., Einsiedel, E. & Weaver, D. (2017). *Contemporary Public Opinion: Issues and the News*. New York: Routledge.<br>7. McCombs, M. (2014). *Setting the Agenda: The Mass Media and Publc Opinion Second Edition*. Cambridge: Polity Press.<br>8. Bloomsbury Academic. (2018). *News, Numbers and Public Opinion in a Data-Driven World*. New York: Bloomsbury Publishing Plc.<br>9. Yi, Wu. (2021) From Words to Images: The Rise and Treatment of Visual Public Opinion in the Post-epidemic Era. *Audience Journal, 2* (2), 248 – 255. https://doi.org/10.18196/jas.v2i2.11913<br>10. Khudaikulov, M. (2022). Public Opinion in Journalism. *International Journal of Social Science Research and Review, 5* (11). https://doi.org/10.47814/ijssrr.v5i11.728<br>11. Yao, D., Wang, Z., & Tang, Yu. (2023). Ecological Change and Analysis of Public Opinion under Social Media Environment.<br>*Advances in Applied Sociology, 13* (1), 28 - 42. doi: 10.4236/aasoci.2023.131003. |
| Planned learning activities and teaching methods | Student Presentation, Group Discussion, and Project Based Learning |
| Language of instruction | English and Indonesian |
| Assessment methods and criteria | Participatory activity, research project outcomes, quizzes, mid and final semester exams. |

**Public Opinion Project on conventional platform.**
1.  Rethoric with specified theme. The Content of rethoric script is printed and demonstrated.
2.  Propaganda with specified theme. The Content of propaganda script is printed and demonstrated.
3.  Agitation with specified theme. The Content of agitation script is printed and demonstrated.

**Public Opinion Problem based on conventional platform.**
1.  Solve case study about problem in PR and public opinion. The content is printed and presented.
2.  Solve case study about problem in politic and public opinion. The content is printed and presented.

**Public Opinion Project on digital platform.**

1. Designing social campaign for non-commercial purpose. The Content is presented in mass media.

2. Designing Marketing for advertising non-commercial purpose. The Content is presented in mass media.

3. Research public opinion use survey/ polling data in digital media.

**Mid-term test for Public Opinion course.**

Create content for social media to influence public opinion with specified theme. Social media include; Youtube, Instagram, Twitter, TikTok

| No | Criteria/Grade | 80-100 | 65-79 | 50-64 | 40-59 | 0-39 |
|---|---|---|---|---|---|---|
| 1 | Message Structure | The content created has a message delivery sequence that is easy to understand. The content created contains three message structure elements, namely conclusion drawing, ordering of argument, and | Most of the content has implemented three elements in the message structure, but there is one message structure that is less understandable by the audience. | The content demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. | The content does not demonstrate that the author has fully understood and applied concepts learned in the course. | The content demonstrates that the author has little understanding of the course. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | cover both sides. | | | | |
| 2 | Message style | The content created focuses on the function of the message conveyed. The content also contains a variety of languages but is still easy for the audience to understand. | The message function already has a focus but the language used in the message does not yet have appropriate language variations. | The message function in the content created is too broad. | The function of the message in the content has not been determined. | The function of the message is not relevant to the purpose of the content created. |
| 3 | Message appeal | Content created on social media is shared repeatedly, according to the characteristics of the social media used and has message strength both rationally and emotionally. | The content already has message power both rationally and emotionally, but the content does not match the characteristics of the social media used. | Content has been shared consistently on social media, but does not yet have the power of the message. | The content created is not shared repeatedly and inconsistently. | Irrelevant content |