Module/Course Handbook

English for Media Industry					
Module/Course Title	**Student Workload** 510 minutes x 15 / 60 minutes = 127,5 hours	**Credits (ECTS)** 3 x 1.59= 4.77 ECTS	**Semester** Odd semester	**Frequency** 3 CU x 15 = 45	**Duration** 16 meetings

1	**Types of courses** a. Lecturing a. Discussion a. Project	**Contact hours** 3 x 110 minutes= 330	**Independent study** 3 x 60 minutes = 180 minutes	**Class size** 35 students
2	**Prerequisites for participation (if applicable)** All skills courses			
3	**Learning outcomes (PLO+CLO)** PLO 1. Being able to create sound academic or non-academic works both oral and written for various audiences and purposes (PLO 6). 2. Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2 (PLO 7). 3. Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement (PLO 8).			
4	**Subject aims/Content** CLO: 1. Being able to generate original and innovative ideas for media content, and effectively engage and connect with diverse audiences through various forms of English-language media content, including social media, video, and multimedia. 2. Being able to apply the principles of appropriate language in different types of media content, with a focus on the language commonly used in the media industry. 3. Being able to develop critical thinking and problem-solving skills by analyzing real-world media-related scenarios and proposing solutions, and reflect on the implications of these solutions for media industry practices.			
5	**Teaching methods** group work, lectures, discussions and projects			
6	**Assessment methods** Project assessment, rubric, reflective notes			
7	**This module is used in the following study programme/s as well** undergraduate programme			
8	**Module Coordinator** Silvy Cinthia Adelia S.S, M.A.			
9	**Other information** 1. Hicks, W. (2013). English for journalists. Routledge. 2. Sullivan, L., Bennett, S., & Boches, E. (2012). Hey, Whipple, squeeze this: The classic guide to creating great ads. John Wiley & Sons. 3. Dille, F., & Platten, J. Z. (2008). The ultimate guide to video game writing and design. Lone Eagle. 4. Halvorson, K., & Rach, M. (2012). Content strategy for the Web: content strategy Web _p2. New Riders. 5. Rousseau, D. H., & Phillips, B. R. (2013). Storyboarding Essentials: SCAD Creative Essentials (How to Translate Your Story to the Screen for Film, TV, and Other Media). Watson-Guptill. 6. MacRury, Iain. 2009. Advertising. London and New York: Routledge.			

A. Lesson Plan and Course Assessment

UNESA Universitas Negeri Surabaya	**Universitas Negeri Surabaya Faculty of Languages and Arts Englsih Language Education Study Program**	**Document Code**

Lesson Plan

COURSE	**Code**	**Cluster**	**Credits**		**Semester**	**Compilation Date**
English for Media Industry			**T=2**	**P=1**	5	

AUTHORIZATION	**Lesson Plan Developer**	**Coordinator**	**Headof StudyProgram**
Pratiwi Retnaningdyah, Ph.D.	Silvy Cinthia Adelia S.S, M.A.	.	**Pratiwi Retnaningdyah, Ph.D.**

Program LearningOutcome(PLO)	**PLO**	
	PLO 6	Being able to create sound academic or non-academic works both oral and written for various audiences and purposes.
	PLO 7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2.
	PLO 8	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement.
	Course Learning Outcomes (CLO)	
	CLO 6	Being able to generate original and innovative ideas for media content, and effectively engage and connect with diverse audiences through various forms of English-language media content, including social media, video, and multimedia.
	CLO 7	Being able to apply the principles of appropriate language in different types of media content, with a focus on the language commonly used in the media industry.
	CLO 8	Being able to develop critical thinking and problem-solving skills by analyzing real-world media-related scenarios and proposing solutions, and reflect on the implications of these solutions for media industry practices.
	Lesson Learning Outcomes (LLO)	
	LLO 1	Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing articles that engage readers, and apply these skills to a project-based newspaper article.
	LLO 2	Being able to develop an understanding of the unique characteristics of magazine writing, including feature articles, profiles, and columns, and apply this understanding to planning and composing the contents of a magazine in a project-based setting.
	LLO 3	Being able to apply copywriting techniques to create effective marketing messages and promotional materials, including advertisements and product descriptions, and reflect on the persuasive power of these materials.
	LLO 4	Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communication skills.

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<tr><td></td><td></td><td></td></tr>
<tr><td></td><td>LLO 5</td><td>Being able to understand the key elements of game industry writing, including writing for game plots, game mechanics, and game characters, and apply these skills to a project-based game industry assignment.</td></tr>
<tr><td></td><td>LLO 6</td><td>Being able to understand the purpose of content calendars and content creators, and be able to develop and execute a content strategy for a media campaign</td></tr>
<tr><td></td><td>LLO 7</td><td>Being able to develop an understanding of the storyboarding process, including the creation of storyboards for videos, ads, and films, and apply these skills to a project-based media assignment.</td></tr>
<tr><td></td><td>LLO 8</td><td>Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting media content in English, and reflect on the role of technology in contemporary media practices.</td></tr>
<tr><td></td><td>LLO 9</td><td>Being able to collaborate effectively in teams to produce media projects in English, such as creating a news report, producing a video ads, or developing a social media campaign, and reflect on the challenges and benefits of collaborative media production.</td></tr>
<tr><td></td><td>LLO 10</td><td>Being able to write a professional-quality press release that conforms to industry standards, effectively communicates key information to the media and other stakeholders, and reflects an understanding of the ethical considerations and best practices of public relations.</td></tr>
<tr><td></td><td>LLO 11</td><td>Being able to develop reflective practice skills, including the ability to analyze and evaluate, and synthesize information in order to make informed decisions and solve problems within the media industry.</td></tr>
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<tr><td></td><td>LLO1</td><td>LLO2</td><td>LLO3</td><td>LLO4</td><td>LLO5</td><td>LLO6</td><td>LLO7</td><td>LLO8</td><td>LLO9</td><td>LLO10</td><td>LLO11</td></tr>
<tr><td>PLO6/CLO6</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>PLO7/CLO7</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>PLO8/CLO8</td><td></td><td></td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td></tr>
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</td></tr>
<tr><td></td><td colspan="2">This course explores creative media practice across a wide range of subjects including newspaper and magazine production, digital and social media, and video production. In this course, students will develop practical skills in media production as well as theoretical learning. All teaching learning activities are conducted through lecturing, discussion, presentation, and project. This course uses Project-Based method of learning.</td></tr>
<tr><td>LearningMaterials/ Topics</td><td colspan="2">1. Newspapers
2. Press release
3. Magazines
4. Copywriting
5. Game Industry
6. Content Calendar and Content Creator
7. Storyboard: Videos, Ads, and Films
8. Reflective practice</td></tr>
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Lecturers	Silvy Cinthia Adelia, M.A Lina Purwaning Hartanti S.Pd., M.EIL.	
Prerequisite	Indonesian Society and Culture, Western Society and Culture	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, [Time Allotment]		Learning materials [References]	Assessment weight (%)
		Indicator	Criteria & Form Written/spoken	Offline	Online (synchronous/asynchronous)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1-3	LLO 1 Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing articles that engage readers, and apply these skills to a project-based newspaper article. LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews,	• To be able to identify and explain the key elements of journalism, including news values, news gathering techniques, and ethical considerations in journalism. • To be able to analyze and critique examples of journalistic writing, including newspaper articles and online news stories, focusing on the effectiveness of headlines, leads, and	Criteria: Written Form: Rubric	Lecturing, Discussion, Project		Newspaper	

	reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communicatio n skills. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting media content in English, and reflect on the role of technology in contemporary media practices.	overall writing style. ● To be able to practice interviewing techniques, including developing effective questions, active listening, and building rapport with sources. ● To be able to plan and outline a project-based newspaper article, including choosing a topic, conducting research, and identifying potential sources. ● To be able to write a newspaper article that demonstrates an understanding of the key elements of journalism, including writing an engaging					

		headline, crafting an effective lead, and incorporating quotes and other source material into the article. ● To be able to revise and edit the newspaper article, focusing on clarity, accuracy, and style, and incorporating feedback from peers and/or the instructor.					
4-5	LLO1 Being able to understand the key elements of journalism, including writing headlines, practicing interview skills, and planning and writing articles that engage readers, and apply these skills to a project-based newspaper article.	● Identify the purpose and audience of a press release and understand the role of press releases in public relations and media relations. ● Analyze and evaluate examples of effective and ineffective press releases, identifying the key elements and strategies	Criteria: Written Form: Rubric	Project		Press Release	

	LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting media content in English, and reflect on the role of technology in contemporary media practices. LLO 10 Being able to write a professional-quality press release that conforms to industry standards, effectively communicates key information to the media and other stakeholders, and reflects an understanding of the ethical considerations and best practices of public relations.	that contribute to their success or failure. ● Write a press release that incorporates key messaging, follows industry standards, and communicates effectively with the target audience. ● Conduct research and interviews to gather information and quotes for a press release, and accurately attribute sources and information. ● Develop a media strategy and distribution plan for a press release, including identifying target media outlets and contacts.					

		• Revise and edit a press release for clarity, accuracy, and tone, and incorporate feedback from peers and/or the instructor. • Understand and apply ethical principles to press release writing, including transparency, accuracy, and respect for diversity and privacy. • Reflect on the writing and revision process, identifying strengths and weaknesses, challenges and successes, and strategies for improvement.					
6	LLO 3 Being able to apply copywriting techniques to create effective marketing messages and	• Define copywriting and identify its purpose and key elements, including	Criteria: Written Form: Rubric	Lecture Individual assignment		Copywriting	

	promotional materials, including advertisements and product descriptions, and reflect on the persuasive power of these materials. LLO 4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews, reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communicatio n skills. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting	headlines, taglines, body copy, and calls to action. ● Analyze and critique examples of effective and ineffective copywriting, focusing on language, tone, and messaging. ● Develop a brand voice and tone that is consistent across different media channels and aligns with the values and goals of the organization or product being promoted. ● Apply principles of audience analysis and segmentation, including identifying target audiences and adapting copy to their needs					

	media content in English, and reflect on the role of technology in contemporary media practices.	and preferences. ● Revise and edit copy for clarity, accuracy, and style, and incorporate feedback from peers and/or the instructor.					
7-9	LLO 2 Being able to develop an understanding of the unique characteristics of magazine writing, including feature articles, profiles, and columns, and apply this understanding to planning and composing the contents of a magazine in a project-based setting. LLO4 Being able to develop proficiency in skills related to media-related tasks, such as conducting interviews,	● Define and analyze the key features and elements of magazines, including their purpose, format, audience, and content. ● Develop and pitch a magazine concept that aligns with a specific target audience and market, and incorporates effective strategies for editorial content, design, and advertising. ● Develop skills in magazine	Criteria: Written Form: Rubric	Project		Magazine	15

	reporting news, creating content calendars, and presenting media content, and reflect on the effectiveness of these communicatio n skills. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting media content in English, and reflect on the role of technology in contemporary media practices. LLO 9 Being able to collaborate effectively in teams to produce media projects in English, such as creating a news report, producing a	writing, including researching, reporting, interviewing, and writing feature stories, profiles, reviews, and other types of editorial content. • Apply principles of magazine design and layout, including typography, color, imagery, and composition.					

	video ads, or developing a social media campaign, and reflect on the challenges and benefits of collaborative media production.						
10	LLO 5 Being able to understand the key elements of game industry writing, including writing for game plots, game mechanics, and game characters, and apply these skills to a project-based game industry assignment. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting media content	● Understand and analyze the language and narrative elements of games, including dialogue, character development, plot, and world-building. ● Analyze and critique examples of games as a storytelling medium, focusing on their literary and cinematic influences, genre conventions, and cultural significance. ● Develop skills in game writing, including	Criteria: Project Form: -Rubric (Project Assessment)	Learning Method: ***Project-Based Method***		Game Industry	

	in English, and reflect on the role of technology in contemporary media practices.	scriptwriting, dialogue writing, world-building, and narrative design.					
11-12	LLO 6 Being able to understand the purpose of content calendars and content creators, and be able to develop and execute a content strategy for a media campaign LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting media content in English, and reflect on the role of technology in contemporary media practices.	● Define and analyze the role of content creation and content calendar in digital media, including social media, blogs, and websites. ● Understand and apply principles of audience analysis, content strategy, and brand voice in content creation. ● Develop skills in content creation, including researching, writing, editing, and optimizing content for search engines and social media.	Criteria: Project Form: -Rubric (Project Assessment)	***Project-Based Method***		Content Calendar and Content Creator	

		• Understand and apply principles of visual design and multimedia integration in content creation, including graphics, images, videos, and interactive elements. • Develop skills in content calendar planning and management, including goal-setting, topic selection, scheduling, and distribution. • Reflect on the content creation and management process, identifying strengths and weaknesses, challenges and successes, and strategies for improvement.					

13-15	LLO 7 Being able to develop an understanding of the storyboarding process, including the creation of storyboards for videos, ads, and films, and apply these skills to a project-based media assignment. LLO8 Being able to enhance digital literacy skills through the use of technology for researching, writing, and presenting media content in English, and reflect on the role of technology in contemporary media practices. LLO 9 Being able to collaborate effectively in teams to	• to identify the purpose of the storyboard, such as informing, entertaining, or persuading, and the intended audience, such as children, adults, or professionals • to brainstorm and create a concept or idea for the storyboard, which may involve creating characters, setting, and conflict. • to develop a visual narrative for the storyboard, including creating a sequence of events, designing characters and settings, and using different	Criteria: Video Product (Project) Form:	Project-based method		Storyboard: Videos, Ads, and Films	

	produce media projects in English, such as creating a news report, producing a video ads, or developing a social media campaign, and reflect on the challenges and benefits of collaborative media production.	visual techniques to convey mood and tone. ● to incorporate dialogue and sound effects into the storyboard, which may involve creating speech bubbles, captions, or other text elements. ● to apply design principles, such as composition, balance, and contrast, to create an aesthetically pleasing and effective storyboard. ● to revise and refine their storyboard, incorporating feedback from peers or instructors and making					

		changes to improve clarity, coherence, and impact.					
16	LLO11 Being able to develop reflective practice skills, including the ability to analyze and evaluate, and synthesize information in order to make informed decisions and solve problems within the media industry.	Identify areas for improvement, and develop strategies for addressing those areas.	Criteria: Written and Spoken Form: Rubric	Presentation , discussion, question and answer -Self-reflecti on on the interpreting experience		Wrap up Reflective Practice	

Instruction for storyboard project

1. Create a storyboard for a short video advertisement of your choice.

2. The duration should be 30 seconds (minimum) up to 2 minutes (maximum).

3. Don't forget to include elements of storyboard

4. You can use any storyboard template or create your own template using the apps that you find most suitable. Please mention the apps you use in the comment section after submitting your storyboard.

The final submission should be in the form of a PDF file.

Thank you and good luck!

Rubric for storyboard project

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Emerging (1)
Purpose and Audience	The storyboard effectively conveys the intended purpose and audience through the use of appropriate visual and narrative elements.	The storyboard mostly conveys the intended purpose and audience, but there may be some inconsistencies or areas for improvement.	The storyboard partially conveys the intended purpose and audience, but there are significant inconsistencies or areas for improvement.	The storyboard does not effectively convey the intended purpose and audience.
Concept or Idea	The storyboard demonstrates a well-developed and original concept or idea, with clear and engaging characters, setting, and conflict.	The storyboard demonstrates a developed concept or idea, but may lack originality or clarity in some areas.	The storyboard demonstrates a partially developed concept or idea, with some elements that are unclear or unengaging.	The storyboard lacks a developed concept or idea, with unclear or unengaging characters, setting, and conflict.
Visual Narrative	The storyboard effectively develops a clear and engaging visual narrative, using a variety of visual techniques to convey mood and tone.	The storyboard mostly develops a clear and engaging visual narrative, but may have some inconsistencies or areas for improvement.	The storyboard partially develops a clear and engaging visual narrative, but there are significant inconsistencies or areas for improvement.	The storyboard does not effectively develop a clear and engaging visual narrative

Dialogue and Sound Effects	The storyboard effectively incorporates dialogue and sound effects into the narrative, using appropriate speech bubbles, captions, or other text elements.	The storyboard mostly incorporates dialogue and sound effects into the narrative, but may lack clarity or precision in some areas.	The storyboard partially incorporates dialogue and sound effects into the narrative, but there are significant inconsistencies or areas for improvement.	The storyboard does not effectively incorporate dialogue and sound effects into the narrative.
Design Principles	The storyboard effectively applies design principles, such as composition, balance, and contrast, to create an aesthetically pleasing and effective visual narrative.	The storyboard mostly applies design principles, but may lack consistency or precision in some areas.	The storyboard partially applies design principles, but there are significant inconsistencies or areas for improvement.	The storyboard does not effectively apply design principles

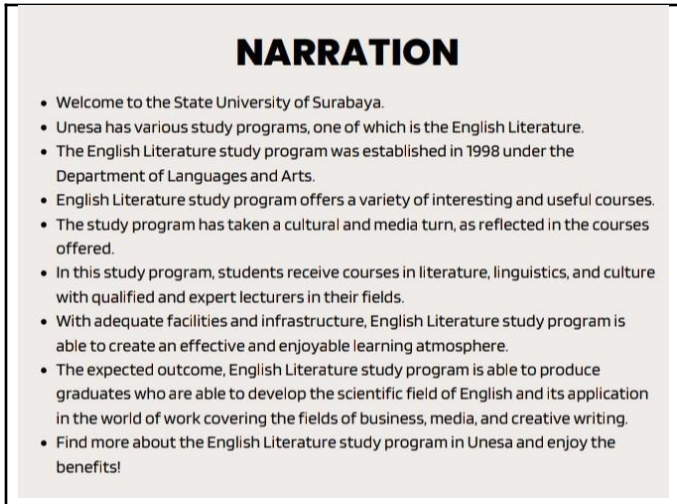
Student’s work









Reflective Note

What did you expect to learn in this course?	I used to wished to learn in the field of media and communication, because I always interested on those area. Therefore, by taking this course I hope I could get an in-depth understanding about how the online, news, or printed media broadcast operates in our surroundings
What were you assigned to do in the course?	We did a lot of things in the class and all of them were such enormously exiting tasks. First, we learn about manual/printed media (here we learned many things about journalism, newspaper, interview just like what I've expected before). Other than that, most importantly we also learn new media/online that are hectic in nowadays such as content, content calendar, video, films that are arranged into one point (storyboard)
What aspects of this course are most interesting or valuable to you?	I think the most important aspects that we got is basic journalism, we are literature we know how to write but by taking this course we could have many more knowledge regarding journalism and its feature that we could not get in other class. Other than that, interview, news, and Press Release part where the lecturer combine not just theoretical perspective but also experience/practices either

	through Bu Annisa, that moments motivates myself more honestly. Next, is the new media, content, genre and story board this things were really helps us to be able to pour idea into a brilliant content. Other than that, we also learn about SOP, trends, and content calendar which are very basic things that is very important to enhance our contents quality and views
How would you improve this course? What kind of topic would you like to recommend for this course?	I would improve this course by making a content continuously as the next result from my precious assignments. I will explore more on how to be a content creator of social media specialist since nowadays it is the most important aspect to be considered. I recommend the topic of learning and practicing more in audio visual to create a content
How would you improve yourself academically and professionally?	From academically, I improve myself by learning and actively participate in the class to discussed certain materials. Meanwhile for professional matters, after I got the assignment from this courses I wasn't just stop there. But, I also keep do practicing more and more about that assignments as my 'personal content' consistently on Ig, YT, and TikTok (for portfolio as well). Other than that, the material could also help me that having a dream job as a journalism and news anchor. Therefore, I'm so happy to joined this courses because its very inspiring and insightful not just only from the material but also the practice. (Imagine if our contents being fyp or trends, we could even get out dream job of many teenagers nowadays automatically) just by taking media class.