



Islamic State University
Walisongo Semarang

MODULE HANDBOOK

MASTER OF
ISLAMIC COMMUNICATION AND
BROADCASTING (MICB)



FACULTY OF
DA'WAH AND COMMUNICATION
2025

TABLE OF CONTENTS

COVER	
TABLE OF CONTENTS	i
OVERVIEW CURRICULUM.....	ii
1st Semester Odd 2024/2025.....	 1
Quranic Studies	2
Philosophy of Islamic Science with a Unity of Science Paradigm	4
Psychology of Communication in Da'wah	8
Thesis Research Methodology	11
Hadith Studies	14
History of Thought and Da'wah Movements	16
2nd Semester Even 2024/2025.....	18
Critical Communication Studies	19
Cross-Cultural Communication	22
Communication, Mass Media, and Globalisation	25
Dakwah Text and Communication Studies	28
Scientific Publication Writing.....	30
Thesis Proposal Seminar	32
3rd Semester Odd 2024/2025	34
Comprehensive Thesis Examination	35
Thesis Proposal Examination.....	37
Thesis Examination.....	39

OVERVIEW CURRICULUM

	Credit Points	Semester			TOTAL
		1	2	3	
University	13.50	13.5	0	0	13.5
Programme	36.0	13.5	22,5	0	36
Final Project, Thesis, Internship	31,5	0	4,5	27	31,5
Total ECTS Credit Points	81.00	27.00	27.00	27.00	81



1st Semester
Odd 2024/2025

Quranic Studies

Module Number UIN-8001	Module Name Quranic Studies	
Type of Course University Compulsory Course	Semester / Rotation 1/Odd	Student Capacity: 10 - 15
Teaching Methods Lectures, Discussions, Presentations, Case-Based Learning	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Assessment Components and Weightings: Mid-Term Examination (15%) 150 minutes Final Exam (15%), 150 minutes Discussion (10%) Paper/Essay (20%) Case-Based Learning: Group Presentation (10%) Case Discussion (10%) Case Report Assessment (20%)		SKS (+Workload in hours) 3 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = 135 hours in total) ECTS (+Workload in hours) 4.50 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = total 135 hours)
Module Coordinator Dr.Hj.Yuyun Affandi,Lc.MA		Semester Week Hours: 135 hours
Additional Lecturers:		
Syllabus The aims of this course are to provide students with a deep, scholarly, and critical understanding of the Qur'an, focusing on its historical context, linguistic characteristics, and the diverse tradition of its interpretation (Tafsir). The course concentrates on equipping students with the intellectual tools (Ulum al-Qur'an) necessary to engage with the sacred text responsibly and methodologically, fostering a balanced approach to textual understanding. The competences of this course are demonstrated upon completion when students can articulate the core debates concerning the Qur'an's compilation and transmission, differentiate between various types of Tafsir (e.g., Tafsir bi al-Ma'thur and Tafsir bi al-Ra'y), and critically evaluate how the text is applied to contemporary ethical and legal dilemmas. Students will master the ability to use appropriate terminology and demonstrate intellectual maturity in discussing the Qur'an as both a divine revelation and a foundational text of Islamic civilisation. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at		

<https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. The **materials** of this course include: The History of the Qur'an's Revelation and Collection; Makki and Madani Verses and Chronology; Muhkam and Mutashabih (Clear and Allegorical Verses); Asbab al-Nuzul (Occasions of Revelation); Major Schools and Methods of Tafsir (Classical and Modern); The Qur'an's Core Theological and Ethical Themes; Hermeneutics and Contemporary Issues in Qur'anic Interpretation; and Introduction to Qur'anic Arabic and Stylistics.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to identify and recall the fundamental concepts, terminology, and historical context related to the revelation, compilation, and preservation of the Qur'an; (C1, A2, P1)
2. CLO 2: Students are able to explain the primary methodologies and schools of thought within classical and contemporary Tafsir (exegesis) and demonstrate an understanding of the Qur'an's major themes; (C2, A2, P1)
3. CLO 3: Students are able to apply basic principles of Ulum al-Qur'an (Sciences of the Qur'an) to analyse the internal structure, narrative style, and linguistic features of specific Qur'anic chapters and verses; (C3, A3, P2)
4. CLO 4: Students are able to analyse critically the historical and socio-political factors that influence various interpretations (tafsir) of the Qur'an and evaluate the methodological validity of differing exegetical approaches; (C4, A3, P2)

Core readings:

1. Subhi al Shalih, Mabahis fi 'Ulum al-Quran, Dar al-Ilm li al-Malayin, Beirut, cet. ke-17, 2022.
2. Manna' Khalil Al-Qattan, Mabahis fi 'Ulum al-Quran, Mansyurat Al-Asr al-Hadisah, Riyadh, 2023.
3. Suyuti (al), Jalal al-Din 'Abd al-Rahman, Al-Itqan fi 'Ulum al-Quran, Mustafa al-Babi al-Halani, Mesir, 2024.
4. Hasanuddin AF, perbedaan qiraat dan pengaruhnya terhadap istinbath hukum dalam al-Quran, PT Raja Grafindo Persada, Jakarta, 1995.
5. Zarqani (al), Muhammad 'Abd al-Azim, Manahil al 'Irfan fi 'Ulum al-Quran, Dar Ihya' al-Kutub al-Arabiyyah, tt., (tahun).
6. Zahabi (al), Muhammad Husain, Al-Tafsir wa al-Mufasssirun, Dar al-Kutub al-Hadithah, tt., 1976.
7. T.M. Hasbi ash Shiddieqy, Ilmu-ilmu al-Quran, Bulan Bintang, Jakarta, 1988.
8. Rif'at Shauqi Nawawi dan M. Ali Hasan, Pengantar Ilmu Tafsir, Bulan Bintang, Jakarta, 1985.
9. Zarkasyi (al), Muhammad Badr al-Din, Al-Burhan fi 'Ulum al-Quran, Dar Ihya' al-Kutub al-Arabiyyah, tt., 1957.

Philosophy of Islamic Science with a Paradigm of Unity of Science

Module Number UIN-8003	Module Name Philosophy of Islamic Science with a Unity of Science Paradigm	
Type of Course University Compulsory Course	Semester / Rotation 1/Odd	Student Capacity: 10 - 15
Teaching Methods Lectures, Presentations, Discussions, Case Method	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Assessment Components and Weightings: Summary (5%) Mid-Term Examination (15%) 150 minutes Final Exam (15%), 150 minutes Discussion (5%) Paper/Essay (20%) Case-Based Learning: Group Presentation (10%) Case Discussion (10%) Case Report Assessment (20%)		SKS (+Workload in hours) 3 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = 135 hours in total) ECTS (+Workload in hours) 4.50 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = total 135 hours)
Module Coordinator Dr. H. Awaludin Pmay, Lc, M.Ag		Semester Week Hours: 135 hours
Additional Lecturers: Dr. Hasyim Hasanah, S.Sos.I, M.S.I		
Syllabus This course aims to introduce students to the fundamental concepts, scope, and objectives of the philosophy of science and the philosophy of Islamic science, enabling them to analyse the ontological, epistemological, and axiological foundations of knowledge from both Western and Islamic perspectives. The competencies of this module enable students to develop a solid understanding of the philosophy of science and the philosophy of Islamic science, including their definitions and objects of study. Students are able to comprehend the classical Islamic intellectual traditions— <i>bayānī</i> , <i>burhānī</i> , and <i>ʿirfānī</i> —along with their philosophical foundations. They gain insight into the fundamental pillars of scientific existence—ontology, epistemology, and axiology—from both Western and Islamic perspectives. Furthermore, students understand the philosophical ideas of major thinkers in both Western and Islamic traditions, as well as the models of Islamic philosophy of science applied in various Islamic higher education institutions in Indonesia and across the Muslim world. Ultimately, they acquire a comprehensive understanding of the <i>Philosophy of Islamic</i>		

Science as implemented at UIN Walisongo within the *Unity of Science (UoS)* paradigm, including its meaning, symbols, principles, approaches, strategies, and operational framework. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. The **material** in the *Islamic Science Philosophy* course with the *Unity of Science (UoS)* paradigm provides a comprehensive understanding of the fundamentals of the philosophy of science and its application within an integrative Islamic framework. It begins with an introduction to the objectives, methods, and academic commitments of the course, followed by an exploration of the meaning and objects of the philosophy of science and the Islamic philosophy of science. Students study the three main pillars of the existence of science—ontology, epistemology, and axiology—within both Western and Islamic intellectual traditions, as well as the three classical Islamic scientific traditions, namely *bayani*, *burhani*, and *'irfani*, along with their philosophical foundations. The material also covers the ideas of major philosophers such as Francis Bacon, René Descartes, Auguste Comte, Edmund Husserl, Wilhelm Dilthey, and Thomas Kuhn, followed by an examination of influential Islamic thinkers such as Ibn Taymiyyah, Ibn Khaldun, Ismail Raji al-Faruqi, and Hassan Hanafi, who contributed to the development of the concepts of Islamisation and humanisation of science. The course concludes with a critical study of UIN Walisongo's *Unity of Science* paradigm, encompassing its definition, symbols, principles, approaches, strategies, and operational steps in integrating religious knowledge with modern scientific thought.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO-01 Students are able to identify, recall, and explain the fundamental concepts, terminology, historical context, and core elements of the Islamic worldview, including revelation, prophecy, tawhid, and Islam as a civilization. (C2, A2, P1)
2. CLO-02 Students are able to analyse the development of Islamic thought and the discipline of Islamic studies as the foundation for understanding dawah and Islamic communication within an Islamic worldview framework. (C4, A3, P2)
3. CLO-03 Students are able to analyse the concept of humanity, happiness, and values within the Islamic worldview and relate them to contemporary social and religious contexts. (C4, A3, P2)
4. CLO-04 Students are able to compare and contrast Islamic and Western perspectives on knowledge, including their ontological, epistemological, and axiological dimensions. (C4, A3, P3)
5. CLO-05 Students are able to explain and analyse the concept of Islamization of knowledge and science within scholarly and contemporary academic discourse. (C4, A3, P2)
6. CLO-06 Students are able to analyse the concepts, development, and philosophical foundations of dawah and Islamic broadcasting communication as part of Islamic science. (C4, A3, P3)
7. CLO-07 Students are able to critically analyse problems in the development of the philosophy of dawah and Islamic communication and propose reasoned solutions based on Islamic epistemological principles. (C4, A4, P4)

Core readings:

1. Agus Salim, 2006. Teori dan Paradigma Penelitian Sosial. Tiara Wacana. Yogyakarta
2. Ahmad Syadali dan Mudzakir, 2024. Filsafat Umum, Pustaka Setia. Bandung.
3. Ardianto, Elvinaro dan Q-Anees, Bambang. 200. Filsafat Ilmu Komunikasi. Bandung; Simbiosis Rekatama Media.
4. Bakhtiar, Amsal, 2024. Filsafat Ilmu. Jakarta: Rajawali Press
5. Bryan Magee, 2021. The Story of Philosophy. DK Publishing. New York
6. Hadi, P. Hardono, 1994, Epistemologi filsafat Pengetahuan, Yogyakarta: Kanisius
7. Hasanah Hasyim, 2016, Pengembangan Dakwah Islam Melalui Sistem Komunikasi Islam, At-Tabsyir, Kudus, Vol. 13 No. (1), 2016
8. Hasanah, Hasyim, 2024, Cara Kerja Ilmu Empiris (Sebuah Upaya Merenungkan Sistematisasi Metodologi Induktif dan Implikasinya Bagi Keilmuan Dakwah, At Taqaddum LPM WS, Vol. 7 No. (1), 2024
9. Hasanah, Hasyim, Analisis Jaringan Komunikasi Lembaga Dakwah Komunitas, Laporan Penelitian, 2025
10. Hasanah, Hasyim, 2017, Hermeneutik Ontologis-Dialektik Hans Georg Gadamer (Produksi Makna Wayang sebagai Metode Dakwah Sunan Kalijaga), At Taqaddum LPM WS, Vol. 7 No. (1), 2017
11. Hasanah, Hasyim, 2017, Peran Opinion Leader dalam Sistem Dakwah Islamiyah (Analisis Difusi Jaringan Komunikasi)”, Vol. 4 No. (2), 2017
12. Heri Santoso & Listiyono Santoso, 2003. Filsafat Ilmu Sosial, Ikhtiar Awal Pribumisasi Ilmu Sosial di Indonesia, Gama Media. Yogyakarta Ihsan, Fuad, H.A. 2010. Filsafat Ilmu. Jakarta: Rineka Cipta
13. Imran, Hasyim Ali. 2024. Pengantar Filsafat Ilmu Komunikasi. Jakarta: PT. Gramedia Widiasarana Indonesia.
14. Johnson. Allan, G. The Blackwell Dictionary of Sociology. Massachusetts: Blackwell Reference.
15. Jujun Suriasumantri, 1987. Filsafat Ilmu sebuah Pengantar Populer, Pustaka Sinar Harapan. Jakarta.
16. Kattsoff, Louis O., 1992. Pengantar Filsafat, diterjemahkan oleh Soejono Soemargono, cetakan kelima, Tiara Wacana. Yogyakarta.
17. Mohammad Muslih, 2025. Filsafat Ilmu, Kajian Atas Asumsi Dasar Paradigma dan Kerangka Teori Ilmu Pengetahuan, cetakan kedua Belukar. Yogyakarta.
18. Muhtadi, H.A. Saeful. 2023. Filsafat Komunikasi. Bandung: CV Pustaka Setia.
19. Nigel Warburton, 2011. A Little History of Philosophy. Yale University Press. New Haven and London.
20. Onong Uchjana Effendy, Ilmu, Teori dan Filsafat Komunikasi, Bandung, Citra Aditya Bakti, 2020
21. Risieri Frondizi, 2007. Filsafat Nilai, Pustaka Pelajar. Yogyakarta.
22. Rizal Mustansyir dan Misnal Munir, 2006. Filsafat Ilmu, cetakan kelima, Pustaka Pelajar. Yogyakarta.
23. Suparlan Suhartono, 2005. Filsafat Ilmu Pengetahuan, Persoalan Eksistensi dan Hakikat Ilmu Pengetahuan, Ar-Ruzz. Yogyakarta.
24. Suriasumantri, Jujun S. 2009. Filsafat Ilmu, Sebuah Pengantar Populer. Jakarta: Pustaka Sinar Harapan
25. Susanto. 2011. Filsafat Ilmu; suatu kajian dalam Dimensi Ontologis, Epistemologis, dan Aksiologis
26. Suseno, Frans Magnis. 1993. Etika Dasar: Masalah-Masalah Pokok Filsafat Moral. Yogyakarta: Kanisius

27. Syam, Nina W. 2010. Filsafat Sebagai Akar Ilmu Komunikasi. Bandung: Ssimbiosia Rekatama Media
28. The Liang Gie, 1997. Pengantar Filsafat Ilmu, PUBIB. Yogyakarta.
29. Vardiansyah, Dani. 2005. Filsafat ilmu komunikasi, Jakarta: Indeks.
30. Will Buckingham, 2011. The Philosophy Book: Big Ideas Simply Explained. DK Publishing. New York.
31. Yeremias Jena, 2015. Filsafat Ilmu: Kajian Filosofis atas Sejarah dan Metodologi Keilmuan. Deepublish. Yogyakarta
32. Zaprulkhan, 2015, Filsafat ilmu Sebuah Analisa Kontemporer, Editor : Nuran Hasanah, Jakarta, Rajawali Press.

Psychology of Communication in Da'wah

Module Number KPI-8002	Module Name Psychology of Communication in Da'wah	
Type of Course Compulsory	Semester / Rotation 1/Odd	Student Capacity: 10 - 15
Teaching Methods Lectures, Discussions, Presentations., Case-Based Learning	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Assessment Components and Weightings: Summary (5%) Mid-Term Examination (15%) 150 minutes Final Exam (15%), 150 minutes Discussion (5%) Paper/Essay (20%) Case-Based Learning: Group Presentation (10%) Case Discussion (10%) Case Report Assessment (20%)		SKS (+Workload in hours) 3 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = 135 hours in total) ECTS (+Workload in hours) 4.50 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = total 135 hours)
Module Coordinator Nadiatus Salama, Ph.D.		Semester Week Hours: 135 hours
Additional Lecturers: Dr. Ema Hidayanti, S. Sos. I.,M. S.I		
Syllabus The aims of this course are to provide students with a critical philosophical understanding of the nature of science and knowledge from an Islamic perspective, specifically through the lens of the Unity of Science (UoS) paradigm. The course concentrates on overcoming the dichotomy between religious and secular knowledge, exploring the metaphysical foundations of Islamic thought, and developing a framework for integrating various branches of knowledge under a single, God-centred cosmology. The competences of this course are demonstrated upon completion when students can articulate the main epistemological crises facing modern scientific philosophy, explain the historical contributions of Muslim scholars to various sciences, and critically evaluate the philosophical underpinnings of different models of knowledge integration. Students will master the ability to engage in sophisticated philosophical discourse, defend a cohesive Islamic worldview regarding science, and apply metaphysical principles to practical ethical and scientific problems. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online		

using Zoom Meetings. The **materials** of this course include: The Concept of Science in Islam and the West; Epistemology: Sources of Knowledge (Wahy and 'Aql); Metaphysics and Cosmology in Islamic Thought; Historical Context of Islamic Science and its Decline; The Philosophical Crisis of Knowledge Dualism; Models of Knowledge Integration (Islamisation, Unification); The Unity of Being (Tawhid) as the Basis for the Unity of Science; Ethical Implications of Integrated Science; and Case Studies in Unified Science (e.g., Bioethics, Environmental Science).

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to identify and recall the fundamental concepts, terminology, and historical context related to the revelation, compilation, and preservation of the Qur'an; (C1, A2, P1)
2. CLO 2: Students are able to analyze the psychology of dawah communication and the scope of study within it; (C4, A3, P2)
3. CLO 3: Students are able to understand theories of psychology and communication that exist or can be applied in dawah activities; (C2, A2, P1)
4. CLO 4: Students are able to differentiate psychology of communication in dawah activities from psychology of communication in general contexts; (C4, A2, P2)
5. CLO 5: Students are able to differentiate psychology of communication as it appears in interactions among dawah elements; (C4, A2, P2)
6. CLO 6: Students are able to apply various psychology theories in dawah; (C3, A3, P3)
7. CLO 7: Students are able to analyze psychology of communication in various dawah activities; (C4, A3, P2)
8. CLO 8: Students are able to develop psychology of communication to address diverse dawah issues in society; (C4, A4, P4)

Core readings:

1. Buku Pedoman Akademik UIN Walisongo Semarang 2022
2. Buku Panduan Akademik Prodi S2 Fakultas Dakwah dan Komunikasi UIN WS Semarang. 2022
3. Ma'arif, Bambang Saiful. (2025). Psikologi Komunikasi Dakwah, Simbiosis Rekatama Media.
4. Amrullah Achmad, 1983, Dakwah Islam dan Perubahan Sosial, Yogyakarta: Prima Duta
5. Anwar Arifin, 2021, Dakwah Kontemporer Sebuah Studi Komunikasi, Yogyakarta : Ghara Ilmu.
6. Jalaludin Rahmad, Psikologi Komukasi, Bandung : Remaja Rosdakarya, 2000
7. Ambarwati Arbii, Psikologi Komunikasi dan Tabligh, Jakarta : Amzah, 2012.
8. Arifin Ilham, Psikologi Dakwah, Jakarta: Bumi Aksara, 2000
9. Arifin, 1976, Psikologi dan Beberapa Aspek Kehidupan Rohaniah Manusia, Jakarta: Bulan Bintang
10. Hanna Dj. Bustaman, 1995, Integrasi Psikologi Dengan Islam, Yogyakarta: Pustaka Pelajar
11. HM. Arifin, 1997, Psikologi Dakwah, Jakarta : Bumi Aksara
12. HM. Arifin, Psikologi Dakwah Suatu Pengantar Studi, Jakarta: Bulan Bintang, 1997.
13. Jalaluddin, 2024, Psikologi Agama, Jakarta : Raja Grafindo Persada
14. Jamaluddin Ancok dan Fuad Nasori Suroso, 1994, Psikologi Islam, Yogyakarta: Pustaka Pelajar
15. Jum'ah Amin Abdul Aziz, 2002, Fiqh Dakwah, Solo: Intermedia

16. Robert H. Thoulles, 1983, Pengantar Psikologi Agama, (edisi terjemah)
17. Sayyid M. Musavi L., 1993, Psikologi Islam, Pustaka Hidayah
18. . Fuad Nashori, 2000, Potensi-potensi Manusia, Yogyakarta : Pustaka Pelajar

Thesis Research Methodology

Module Number KPI-8003	Module Name Thesis Research Methodology	
Type of Course Compulsory	Semester / Rotation 1/ Odd	Student Capacity: 10 - 15
Teaching Methods Lectures, Project-Based Learning	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Mid term exam 15%, 150 minutes Final exam 15%, 150 minutes Project-Based Learning: Plan/Proposal Assessment (30%) Project Results Seminar (15%) Project Discussion (25%)		SKS (+Workload in hours) 3 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = 135 hours in total) ECTS (+Workload in hours) 4.50 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = total 135 hours)
Module Coordinator Prof. Dr. H. Ilyas Supena M.Ag		Semester Week Hours: 135 hours
Additional Lecturers: Dr. Saerozi, M.Pd		
Syllabus The course aims to equip students with comprehensive knowledge, understanding, and practical skills in research methodology to enable them to design and conduct academic research and develop a thesis effectively. It focuses on enhancing students' ability to apply both qualitative and quantitative research approaches within the field of Islamic Studies and other related disciplines. The competencies developed in this course encompass cognitive, psychomotor, and affective domains. Cognitively, students are able to understand, critically evaluate, and apply research principles, methods, and theoretical frameworks relevant to Islamic Studies in Communication and Broadcasting, integrating perspectives from communication studies, media studies, and Islamic scholarship. Psychometrically, students gain practical experience in conducting research, including designing communication research instruments, collecting and analysing qualitative and quantitative data related to Islamic media and da'wah practices, utilizing digital and statistical tools, writing academic reports, and preparing research proposals and thesis drafts. Affectively, students develop a critical, ethical, and reflective attitude toward issues in Islamic communication and		

broadcasting, demonstrating academic integrity, sensitivity to socio-cultural contexts, and adherence to research ethics in studying religious communication and media practices. In this course, **the learning process** is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. The course **materials** are structured over sixteen meetings and are designed to develop students' comprehensive understanding and applied competencies in qualitative and quantitative research methods within the context of Islamic communication and broadcasting. The course begins with an introduction to the course design, learning contract, and academic motivation, followed by an in-depth exploration of qualitative research methodologies. This includes identifying research characteristics, recognizing communication and media-related religious phenomena, mapping research gaps, conducting systematic literature reviews, and selecting appropriate theories and conceptual frameworks in Islamic communication and media studies. Students then learn to establish research rapport, design qualitative research instruments, collect and analyse qualitative data, and present research findings in a coherent and academically rigorous manner.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to demonstrate a responsible attitude in developing independent communication science research methodologies. (C3, A4, P2)
2. CLO 2: Students are able to strengthen and deepen their understanding of research procedures, mechanisms, techniques, and design. (C3, A3, P1)
3. CLO 3: Students are able to understand and apply various qualitative and quantitative research techniques and designs. (C4, A3, P3)
4. CLO 4: Students are able to apply statistical data analysis techniques in quantitative research and provide appropriate interpretations. (C4, A3, P4)

Core readings:

1. Tokunaga, H. T. (2018). Fundamental statistics for the social and behavioral sciences. Sage Publications.
2. Denis, D. J. (2018). SPSS data analysis for univariate, bivariate, and multivariate statistics. John Wiley & Sons.
3. Ho, R. (2017). Understanding statistics for the social sciences with IBM SPSS. Chapman and Hall/CRC.
4. McCormick, K., & Salcedo, J. (2017). SPSS statistics for data analysis and visualization. John Wiley & Sons.
5. Cochran, W. G. (2007). Sampling techniques. John Wiley & Sons.
6. Buku Pedoman Studi UIN Walisongo Semarang.
7. Arikunto, S. (1997). Prosedur penelitian. Rineka Cipta.
8. Muhtadi, A. S., & Safei, A. A. (2023). Metode penelitian dakwah. Pustaka Setia.
9. Dwiloka, B., & Riana, R. (2025). Teknik menulis karya ilmiah. Rineka Cipta.
10. Sanapia, F. (2023). Format-format penelitian sosial. Rajawali Pers.
11. Furchan, A., et al. (2025). Studi tokoh. Pustaka Pelajar.
12. Nawawi, H. (1998). Metodologi penelitian bidang sosial. Gajah Mada University Press.
13. Istijanto, (2025). Riset sumber daya manusia. Gramedia.
14. Creswell, J. W. (2022). Research design: Qualitative, quantitative, & mixed methods approaches. Sage Publications.

15. Kerlinger, F. N. (2020). Asas-asas penelitian behavioral (L. R. Simatupang, Trans.). Gadjah Mada Pers.
16. Koentjoroningrat, (1985). Metodologi penelitian masyarakat. Gramedia.
17. Mikkelsen, B. (2023). Metode penelitian partisipatoris dan upaya-upaya pemberdayaan. Yayasan Obor Indonesia.
18. Moehajir, N. (1996). Metode penelitian kualitatif. Rakai Sarasin.
19. Muhtar, & Widodo, E. (2020). Konstruksi ke arah penelitian deskriptif. Avyrouz.
20. Denzin, N. K., & Lincoln, Y. S. (2009). Handbook of qualitative research. Pustaka Pelajar.
21. Patton, M. Q. (2006). Metode evaluasi kualitatif (B. P. Priyadi, Trans.). Pustaka Pelajar.
22. Azwar, S. (1997). Reliabilitas dan validitas. Pustaka Pelajar.
23. Santosa, S. (2022). Statistik deskriptif. Andi Offset.
24. Singarimbun, M., et al. (1987). Metode penelitian survei. LP3ES.
25. Spradley, J. (2007). Metode penelitian etnografi. Pustaka Pelajar.
26. Sugiyono. (2014). Memahami penelitian kualitatif. Alfabeta.
27. Sugiyono. (2008). Penelitian kuantitatif, kualitatif & RD. Alfabeta.
28. Sugiyono. (2021). Statistika penelitian dan aplikasinya dengan SPSS 10.0 for Windows. Alfabeta.
29. Sugiyono. (1997). Statistika untuk penelitian. Alfabeta.
30. Suryasubrata, S. (1992). Metodologi penelitian. Rajawali Press.
31. Penyusun, T. (2021). Panduan penulisan tesis. UIN Walisongo Semarang.
32. Moleong, L. J. (1991). Metode penelitian kualitatif. Rosda Karya.
33. Yin, R. K. (2023). Studi kasus (Edisi terjemahan). Rajawali Pers.
34. Zed, M. (2004). Metode penelitian kepustakaan. Yayasan Obor Indonesia.

Hadith Studies

Module Number UIN-8002	Module Name Hadith Studies	
Type of Course University Compulsory Course	Semester / Rotation 1/Odd	Student Capacity: 10 - 15
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Assessment Components and Weightings: Quiz (5%) Mid-Term Examination (15%) 150 minutes Final Exam (15%), 150 minutes Discussion (15%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)		SKS (+Workload in hours) 3 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = 135 hours in total) ECTS (+Workload in hours) 4.50 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = total 135 hours)
Module Coordinator Dr. Hasyim Hasanah, S.Sos.I, M.S.I		Semester Week Hours: 135 hours
Additional Lecturers: Dr. Hasyim Hasanah, S.Sos.I, M.S.I		
Syllabus The aims of this course are to provide students with a rigorous, scholarly, and critical understanding of the Hadith—the sayings, actions, and approvals of the Prophet Muhammad—as the second primary source of Islamic law and theology. The course concentrates on mastering the principles of Mustalah al-Hadith (Hadith terminology) and equipping students with the critical tools necessary to assess the authenticity, reliability, and methodology of Hadith collection and interpretation. The competences of this course are demonstrated upon completion when students can articulate the historical process of Hadith compilation, distinguish between various types of Hadith classifications, and apply the rules of Jarh wa Ta'dil (disparagement and accreditation) to evaluate narrators. Students will master the ability to engage in nuanced scholarly discourse regarding Hadith authenticity, appreciate the ethical importance of the sunnah, and critically evaluate modern approaches to Hadith interpretation. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online,		

asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. The **materials** of this course include: The History of Hadith Transmission and Compilation; The Science of Hadith Terminology (Mustalah al-Hadith); Components of a Hadith (Isnad and Matn); Criteria for Hadith Authentication (Sahih, Hasan, Da'if); Biographical Evaluation of Narrators ('Ilm al-Rijal); The Primary Hadith Collections (Sihah Sittah); Interpretation and Understanding of Hadith (Sharh al-Hadith); and Contemporary Debates and Methodologies in Hadith Studies.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to identify and recall the fundamental terminology (mustalah al-hadith), historical development, and primary sources of Hadith literature (the Sihah Sittah); (C1, A2, P1)
2. CLO 2: Students are able to explain the main criteria used for authenticating Hadith (e.g., isnad and matn criticism) and demonstrate an understanding of different classifications of Hadith (sahih, hasan, da'if); (C2, A2, P1)
3. CLO 3: Students are able to apply the principles of Hadith criticism to analyse the isnad (chain of transmission) and evaluate the reliability of narrators (rijal al-hadith) in selected Hadith texts; (C3, A3, P2)
4. CLO 4: Students are able to analyse critically the role of socio-political context in the formation and interpretation of Hadith and evaluate the methodologies used by both classical and contemporary Hadith scholars; (C4, A3, P2)
5. CLO 5: Students are able to create an original academic paper or presentation that synthesises the principles of usul al-hadith with a critical assessment of a specific Hadith or a current legal/ethical issue derived from Hadith literature; (C5, A4, P4)

Core readings:

1. Al-Khatib, M. A. (2018). The Fundamentals of Hadith Methodology (Translated Edition). International Islamic Publishing House.
2. Brown, J. A. (2023). Misquoting Muhammad: The Challenge and Choices of Interpreting the Prophet's Legacy. Oneworld Publications.
3. Burton, J. (2019). The Collection of the Qur'an and Hadith. Cambridge University Press.
4. Azami, M. M. (2020). Studies in Early Hadith Literature. American Trust Publications.

History of Thought and Da'wah Movements

Module Number KPI-8001	Module Name History of Thought and Da'wah Movements	
Type of Course Compulsory	Semester / Rotation 1/Odd	Student Capacity: 10 - 15
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentation	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (5%) Mid-Term Examination (15%) 150 minutes Final Exam (15%), 150 minutes Discussion (15%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)		SKS (+Workload in hours) 3 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = 135 hours in total) ECTS (+Workload in hours) 4.50 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = total 135 hours)
Module Coordinator Dr. Saerozi, S.Ag, M.Pd		Semester Week Hours: 135 hours
Additional Lecturers:		
Syllabus The aims of this course are to provide students with a critical, chronological, and thematic understanding of the major intellectual shifts and organized social movements (Da'wah) within Islamic history. The course concentrates on exploring how Muslim thinkers and activists responded to theological, political, and modern civilizational challenges, tracing the evolution of ideas from classical philosophical debates to contemporary socio-political activism. The competences of this course are demonstrated upon completion when students can articulate the main doctrines of key schools of thought (e.g., Mu'tazilism, Ash'arism, Sufism, and Salafism), differentiate between academic inquiry and activist agendas, and critically evaluate the historical legacy of major Da'wah organizations. Students will master the ability to place contemporary Islamic discourses within a broad historical context, allowing for a nuanced appreciation of intellectual diversity and ideological continuity. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom Meetings. The materials of this course include: Classical Islamic		

Intellectual Debates (Kalam, Falsafah, Tasawwuf); The Emergence of Early Political Movements (Khawarij, Shi'a); The Islamic Reform Movements of the 19th and 20th Centuries (e.g., Muhammad 'Abduh, Rashid Rida); The Rise of Modern Islamic Political Thought (e.g., Mawdudi, Qutb); Contemporary Global Da'wah Movements (e.g., Tablighi Jamaat, Muslim Brotherhood, Hizb ut-Tahrir); Traditionalist and Neo-Traditionalist Movements; and Da'wah Strategies in the Context of Western Liberalism and Secularism.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to identify and recall the fundamental figures, major periods, and foundational texts associated with key Islamic intellectual traditions and Da'wah (missionary) movements; (C1, A2, P1)
2. CLO 2: Students are able to explain the theological, political, and socio-economic factors that necessitated the emergence and development of various reformist and traditionalist Islamic thought movements; (C2, A2, P1)
3. CLO 3: Students are able to apply historical and analytical frameworks to analyse the ideological tenets, strategies, and impacts of selected Da'wah movements across different regions and historical contexts; (C3, A3, P2)
4. CLO 4: Students are able to analyse critically the internal tensions, external challenges, and methodological approaches of different Islamic thought schools (e.g., Rationalism vs. Traditionalism) and evaluate their lasting influence on contemporary Muslim society; (C4, A3, P2)
5. CLO 5: Students are able to create an original comparative study or historical research paper that synthesises the development of a specific Islamic thought or Da'wah movement with its impact on modern Muslim identity and political engagement; (C4, A4, P4)

Core readings:

1. Hourani, A. (2010). *Arabic Thought in the Liberal Age, 1798–1939*. Cambridge University Press.
2. Lapidus, I. M. (2024). *A History of Islamic Societies* (3rd ed.). Cambridge University Press.
3. Esposito, J. L. (2019). *Islam: The Straight Path* (5th ed.). Oxford University Press.
4. Kepel, G. (2002). *Jihad: The Trail of Political Islam*. Belknap Press.

2nd Semester
Even 2024/2025

Critical Communication Studies

Module Number KPI 8004	Module Name Critical Communication Studies	
Type of Course Compulsory	Semester / Rotation 2/Even	Student Capacity: 10 - 15
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (5%) Quiz (5%) Mid-Term Examination (15%) 150 minutes Final Exam (15%), 150 minutes Discussion (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)		SKS (+Workload in hours) 3 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = 135 hours in total) ECTS (+Workload in hours) 4.50 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = total 135 hours)
Module Coordinator Dr. H. Najahan Musyafak, MA		Semester Week Hours: 135 hours
Additional Lecturers: Dr. Hj. Siti Solikhati, MA		
Syllabus The aims of this course are to equip students with the necessary conceptual and analytical frameworks to critique the role of communication in maintaining and challenging power structures across different social and cultural contexts. the course concentrates on moving beyond descriptive accounts of communication to focus on normative questions of justice, equality, and democracy as they relate to media ownership, technology, and cultural production. The competences of this course are demonstrated upon completion when students can articulate the major theoretical disagreements within critical theory, explain the political and economic forces shaping media content, and critically deconstruct ideological messages embedded in popular culture and news media. students will master the ability to conduct rigorous textual and contextual analysis, offering informed evaluations of communication ethics and policy from an emancipatory perspective. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online		

using Zoom Meetings. The **materials** of this course include: foundations of critical theory (the frankfurt school); the political economy of communication (media ownership and globalisation); cultural studies and hegemony (gramsci, hall); discourse and power (foucault, discourse analysis); semiotics and ideology in media texts; critical analysis of digital communication and surveillance; media, representation, and identity (gender, race, class); and alternative and emancipatory communication practices.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to identify and recall the core theoretical frameworks (e.g., frankfurt school, cultural studies) and key figures within the tradition of critical communication studies; (C1, A2, P1)
2. CLO 2: Students are able to explain how media, discourse, and technology function as mechanisms for the reproduction of power, ideology, and social inequality in contemporary society; (C2, A2, P1)
3. CLO 3: Students are able to apply critical analytical tools (e.g., semiotics, discourse analysis, political economy of communication) to examine real-world media texts and communication practices; (C3, A3, P3)
4. CLO 4: Students are able to analyse critically the dominant narratives and representations in mass media and digital platforms, and evaluate their impact on issues such as identity, democracy, and globalisation; (C4, A3, P2)
5. CLO 5: Students are able to create an original, in-depth critical analysis or research project that synthesises theoretical concepts with empirical evidence to propose alternative, emancipatory communication practices or policies; (C4, A4, P4)

Core readings:

1. Allan Bell (A pproach to Media Discourse) 2022
2. Erving Goffman (An Essay on Organizational of Experience Frame Analysis) 2022
3. David Croteau (Media Society: Industries, Images, and Audiences) 2021
4. David Holmes (Communication Theory: Media, Culture and Society) 2003
5. Dominic Strinati (Popular Culture) 2021
6. Em Griffin (A First Look at Communication Theory) 2021
7. Gracie Lawson (Media Organization and Convergence)2003
8. Howard Davis (Bahasa, Citra, Media) 2009
9. James McGuigan (Modernity and Postmodern Culture) 2006
10. Jane Arthurs (Television and Sexuality) 2003
11. Jean Servaes et al (The New Communication Landscape) 2024
12. John Hartley (Communication, Cultural, and Media Studies) 2003
13. Jonathan Bignell (Postmodern Media Culture) 2025
14. Julia Kristeva and Hannah Arendt (Life is A Narrative) 2023
15. Jurgen Habermas (Communication and the Evolution Society) 2003
16. Kevin William (Understanding Media Theory) 2023
17. Marcel Danesi (Pesan, Tanda dan Makna) 2005
18. Marita Gronvol (Media Representation and Gender Torture) 2020
19. Mike Wyne (Marxism and Media Studies) 2007
20. Peter Worsley (Marx and Marxism) 2003
21. Richard West and Lynn Turner (Introducing Communication Theory) 2003
22. Sara Mills (Discourse) 2019
23. Stephen Littlejohn (Encyclopedia of Communication Theory) 2014

24. Sylvia Wallby (Theorizing Patriarchy) 2021
25. Theo Van Leeuwen (Introducing Social Semiotics) 2018

Cross-Cultural Communication

Module Number KPI 8005	Module Name Cross-Cultural Communication	
Type of Course Compulsory	Semester / Rotation 2/Even	Student Capacity: 10 - 15
Teaching Methods Lectures, Discussions, Case-Based Learning, Presentations	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (5%) Quiz (5%) Mid-Term Examination (15%) 150 minutes Final Exam (15%), 150 minutes Discussion (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)		SKS (+Workload in hours) 3 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = 135 hours in total) ECTS (+Workload in hours) 4.50 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = total 135 hours)
Module Coordinator Dr. Hj. Siti Solikhati, MA		Semester Week Hours: 135 hours
Additional Lecturers:		
Syllabus The aims of this course are to equip students with a critical understanding of the complex interplay between culture and communication. The course concentrates on developing cultural sensitivity, intercultural competence, and ethical awareness necessary to navigate diverse global, professional, and social environments. It aims to move students beyond simple cultural awareness toward practical, strategic intercultural effectiveness. The competences of this course are demonstrated upon completion when students can articulate the major theoretical frameworks for understanding cultural differences (e.g., time orientation, individualism vs. collectivism explain the sources of intercultural conflict, and critically analyse cultural representation in global media. Students will master the ability to adapt their communication styles (both verbal and non-verbal) to minimise misunderstandings and establish effective rapport with individuals from differing cultural backgrounds. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at		

<https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. The **materials** of this course include: Theoretical Foundations of Culture and Communication; Models for Analysing Cultural Difference (Hofstede, Trompenaars); Verbal Communication in Intercultural Contexts (Language and Thought); Non-Verbal Communication Across Cultures; Intercultural Conflict and Negotiation Styles; The Impact of Globalisation and Digital Media on Culture; Cultural Identity, Stereotyping, and Prejudice; and Developing Intercultural Competence and Ethics.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to identify and recall the core theories (e.g., Hofstede's Dimensions, High/Low Context cultures), key concepts (e.g., ethnocentrism, stereotyping), and fundamental terminology in cross-cultural communication; (C1, A2, P1)
2. CLO 2: Students are able to explain how cultural variables influence verbal and non-verbal communication patterns, conflict styles, negotiation, and identity construction across different societies; (C2, A2, P1)
3. CLO 3: Students are able to apply theoretical models and cultural intelligence strategies to analyse and navigate intercultural encounters effectively in professional and social settings; (C3, A3, P3)
4. CLO 4: Students are able to analyse critically the role of media, globalisation, and power dynamics in shaping intercultural relations, and evaluate the ethical challenges of communicating across significant cultural divides; (C4, A4, P2)
5. CLO 5: Students are able to create an original, in-depth cultural training programme or a substantial case study that synthesises theoretical understanding with practical, ethically sound strategies for resolving complex intercultural communication problems; (C5, A4, P4)

Core readings:

1. Dakwah Antarbudaya (Acep Aripudin)
2. Nuansa Nuansa Komunikasi (Dedi Jamaludin)
3. Komunikasi Qur'aniyah (Muhammad Djarot Sensa)
4. Retorika Islam (Yusuf al Qardawy)
5. Komunikasi Antar Budaya (ed Dedy Mulyana dan Jalaludin Rahmat)
6. Komunikasi Antar Budaya (Dedy Mulyana)
7. Komunikasi Antarpribadi (Alo Liliweri)
8. Dasar Dasar Komunikasi Antarbudaya (Alo Liliweri)
9. Komunikasi Multikultural (Andrik Purwasito)
10. Komunikasi dan Budaya Populer (Deddy Mulyana)
11. Pengantar Komprehensif Teori dan Metode Cultural Studies dan Budaya Pop. (John Storey, terj. Laily Rahmawati)
12. Popular Culture: Pengantar Menuju Teori Budaya Populer (Dominic Strinati)
13. Kebudayaan Jawa (Koentjaraningrat)
14. Perspektif Teoritis Komunikasi Antarpribadi (Alo Liliweri)
15. Pengantar Psikologi Lintas Budaya (David Matsumoto)
16. Lubang Hitam Kebudayaan (Hikmat Budiman)
17. Teori Teori Komunikasi (Aubrey Fisher, Penyunting: Jalaludin Rahmat)
18. Ilmu Komunikasi: Suatu Pengantar (Deddy Mulyana)
19. Tantangan Dunia Islam Abad 21 (Ziauddin Sardar)
20. Islam dan Era Informasi (ed. Rusydi Hamka dan Rofiq)
21. Imaji Media Massa (Burhan Bungin)

22. Wanita dan Media (ed Idi Subandi Ibrahim dan Hanif Suranto)
23. Taksonomi Konsep Komunikasi (Reed H Blake dan Edwin O Haroldsen, terj. Hasan Bahanan).
24. Introduction to Communication Studies (John Fiske)
25. Handbook of International and Intercultural Communication (Asante and Gudykunst)
26. Intercultural Communication: A Reader (eds Larry Samovar dan Richard Porter)
27. Communication and Culture (ed Gunther Kress)
28. Intercultural Communication (L E Sarbaugh)

Communication, Mass Media, and Globalisation

Module Number KPI-8006	Module Name Communication, Mass Media, and Globalisation	
Type of Course Compulsory	Semester / Rotation 2/Even	Student Capacity: 10 - 15
Teaching Methods Lectures, Presentations, Papers, Discussions, Case Method	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (5%) Quiz (5%) Mid-Term Examination (15%) 150 minutes Final Exam (15%), 150 minutes Discussion (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)		SKS (+Workload in hours) 3 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = 135 hours in total) ECTS (+Workload in hours) 4.50 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = total 135 hours)
Module Coordinator Dr. Saerozi, S.Ag, M.Pd		Semester Week Hours: 135 hours
Additional Lecturers: Nadiatus Salama, Ph.D.		
Syllabus The aims of this course are to provide students with a critical and comprehensive understanding of the complex relationship between global media systems, power structures, and cultural flows. The course concentrates on examining how technological advancements, economic forces, and political ideologies shape the global information environment and affect communication practices between nations and cultures. The competences of this course are demonstrated upon completion when students can articulate the historical evolution of global communication (from telecommunications to the internet), explain the dynamics of media concentration and monopoly, and critically deconstruct global news coverage and popular cultural representations. Students will master the ability to analyse media texts through a geopolitical lens and evaluate the consequences of digital convergence for sovereignty, democracy, and cultural diversity. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in		

the classroom and online, asynchronously using the UIN Walisongo LMS platform at <https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. The **materials** of this course include: Theoretical Debates in Global Communication (NWICO, Cultural Imperialism); The Political Economy of Global Media Ownership; Global News Flow and International Reporting; Media and Conflicts (War, Terrorism, Humanitarian Crises); The Digital Divide and Access to Information; Globalisation, Culture, and Identity (Hybridity, Transnationalism); Critical Analysis of Digital Platforms and Global Surveillance; and International Media Regulation and Governance (e.g., UNESCO, ITU).

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to identify and recall the key historical events, foundational theories, and major institutions involved in the production and dissemination of global media; (C1, A2, P1)
2. CLO 2: Students are able to explain the concepts of media flow, digital divide, cultural imperialism, and counter-flow, and demonstrate understanding of their interconnectedness in the global information economy; (C2, A2, P1)
3. CLO 3: Students are able to apply theoretical models (e.g., Hegemony Theory, NWICO debate) to analyse the political, economic, and cultural dimensions of media ownership and content production across different geographical regions; (C3, A3, P2)
4. CLO 4: Students are able to analyse critically the role of global media and digital technology in shaping international relations, conflict, identity, and social movements, and evaluate issues of media regulation and governance; (C4, A3, P2)
5. CLO 5: Students are able to create an original, in-depth policy brief or research paper that synthesises theoretical frameworks with empirical evidence to propose ethical and sustainable solutions to global media inequality or digital governance challenges; (C5, A4, P4)

Core readings:

1. Bivins, T.H. (2024). *Mixed Media: Moral Distinctions in Journalism, Advertising, and Public Relations*. New Jersey: Lawrence Erlbaum.
2. Boyd-Barrett, O. (2025). *Media Imperialism*. London: SAGE
3. Boyd-Barrett, O. & Mirrlees, T. (2020). *Media imperialism: Continuity and change*. Lanham, Maryland: Rowman & Littlefield
4. Campbell, R; Martin, C.; Fabos, B. (2021). *Media & Culture, An Introduction to Mass Communications*. Bedford/St. Martin's, 8th Edition.
5. Cavanagh, A. (2007). *Sociology in the Age of the Internet (Sociology and Social Change)*. England: Open University Press.
6. Chopra, R. & Gajjala, R. (Eds.) (2021). *Global Media, Culture, and Identity: Theory, Cases, and Approaches*. 1st ed. New York & London: Routledge.
7. Christensen, M. & Jansson, A. (2025). *Cosmopolitanism and the Media: Cartographies of Change*. London: Palgrave Macmillan.
8. Heath, R.L. (2000). *Handbook of Public Relations*. Sage
9. Hilton-Morrow, W. & Battles, K. (2025). *Sexual Identities and the Media: An Introduction*. London & New York: Routledge
10. https://www.blackwellpublishing.com/content/newsom/IM_BridgingGaps_Newsom.pdf
11. Kim, Y. (Ed.) (2023). *The Korean Wave: Korean Media Go Global*. New York: Routledge

12. McPhail, T. L. (2010). *Global Communication: Theories, Stakeholders, and Trends*. Chichester, West Sussex, U.K: Wiley-Blackwell.
13. Morley-David and Robbin, K (1995). *Spaces of Identities: Global Media, Electronic Landscapes and Cultural Boundaries*. London: Routledge
14. Pieterse, J.N. (2009). *Globalization And Culture: Global MéLange*” 2nd ed. Lanham, MD: Rowman & Littlefield.
15. Rings, G. & Rasinger, S.M. (2020). *The Cambridge Handbook of Intercultural Communication*. London: Cambridge University Press.
16. Taylor, P.M (1997). *Global Communication, International Affairs and the Media Since 1945*. New York: Routledge

Dakwah Text and Communication Studies

Module Number KPI 8007	Module Name Dakwah Text and Communication Studies	
Type of Course Compulsory	Semester / Rotation 2/Even	Student Capacity: 10 - 15
Teaching Methods Lectures, Presentations, Papers, Discussions, Case Method	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (5%) Quiz (5%) Mid-Term Examination (15%) 150 minutes Final Exam (15%), 150 minutes Discussion (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)		SKS (+Workload in hours) 3 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = 135 hours in total) ECTS (+Workload in hours) 4.50 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = total 135 hours)
Module Coordinator Dr. Ema Hidayanti, S. Sos. I.,M. S.I		Semester Week Hours: 135 hours
Additional Lecturers:		
Syllabus The aims of this course are to provide students with a scholarly understanding of Da'wah as a systematic communication process, moving beyond a purely theological definition. The course concentrates on equipping students with the tools of communication and textual analysis to critically examine the production, dissemination, and reception of religious messages in both traditional and modern media environments, ensuring adherence to the ethical and effective principles of Da'wah. The competences of this course are demonstrated upon completion when students can articulate the difference between various Da'wah approaches (e.g., personal, institutional, mass media), explain the role of source credibility and message framing in religious persuasion, and critically analyse the rhetorical features of Islamic sermons and written discourse. Students will master the ability to design targeted Da'wah campaigns, applying knowledge of communication channels and audience psychology to maximise positive social impact. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at		

<https://elearning.walisongo.ac.id>, while synchronously online using Zoom Meetings. The **materials** of this course include: Foundations of Da'wah in the Qur'an and Sunnah; Classical Rhetoric and Da'wah Principles (Hikmah, Mau'izah Hasanah, Mujadalah); Theories of Communication and Persuasion; Textual Analysis Methods for Religious Discourse; The Role of Traditional and Digital Media in Da'wah (e.g., Social Media, Streaming); Audience Analysis and Segmentation in Religious Communication; Ethics of Da'wah and Avoiding Extremism; and Case Studies in Successful and Challenging Da'wah Campaigns.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to identify and recall the fundamental theories of communication, the classical concepts of Da'wah (e.g., hikmah, mau'izah hasanah), and the principal types of Da'wah texts; (C1, A2, P1)
2. CLO 2: Students are able to explain the various rhetorical strategies and persuasive techniques employed in traditional and contemporary Da'wah discourse, and demonstrate an understanding of audience segmentation; (C2, A3, P1)
3. CLO 3: Students are able to apply communication theories and textual analysis methods to analyse the structure, ideology, and effectiveness of different Da'wah texts (e.g., sermons, digital content, manifestos); (C3, A3, P2)
4. CLO 4: Students are able to analyse critically the ethical challenges, power dynamics, and cultural adaptations involved in mass media Da'wah, and evaluate the success of various Da'wah movements in achieving their stated goals; (C4, A4, P2)
5. CLO 5: Students are able to create an original, ethically sound, and strategically effective Da'wah communication plan (including text production and delivery channels) that synthesises Islamic rhetorical principles with modern communication theory; (C5, A4, P4)

Core readings:

1. Hamid, S. (2018). Islamic Communication and Religious Identity in Contemporary Indonesia. Routledge.
2. Mowlana, H. (2022). Global Communication in Transition: The End of Diversity? SAGE Publications.
3. Abidin, M. Z. (2017). Rhetoric and Religious Discourse: A Comparative Study. University of Malaya Press.
4. Thornbury, S. (2017). About Discourse: Ten Things You Should Know About Discourse. Longman. (For general discourse analysis principles applied to Da'wah texts).

Scientific Publication Writing

Module Number KPI 8008	Module Name Scientific Publication Writing	
Type of Course Compulsory	Semester / Rotation 2/Even	Student Capacity: 10 - 15
Teaching Methods Lectures, Presentations, Papers, Discussions, Case Method	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Summary (5%) Quiz (5%) Mid-Term Examination (15%) 150 minutes Final Exam (15%), 150 minutes Discussion (10%) Case-Based Learning: Group Presentation (20%) Case Discussion (10%) Paper Assessment (20%)		SKS (+Workload in hours) 3 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = 135 hours in total) ECTS (+Workload in hours) 4.50 (40 hours of in-class sessions + 48 hours of structured assignments + 48 hours of independent assignments = total 135 hours)
Module Coordinator Dr. H. Najahan Musyafak, MA		Semester Week Hours: 135 hours
Additional Lecturers:		
Syllabus The aims of this course are to equip students with the practical skills and theoretical knowledge required to produce high-quality, ethically sound, and effective research manuscripts suitable for submission to international peer-reviewed journals. The course concentrates on mastering the formal conventions of scientific discourse, enhancing clarity, ensuring precision, and navigating the publication and peer-review process. The competences of this course are demonstrated upon completion when students can articulate the difference between various journal styles and audiences, explain the principles of scientific rigour and reproducibility, and critically evaluate the ethical duties of an author (e.g., plagiarism, authorship, data fabrication). Students will master the ability to write a powerful abstract, construct a persuasive argument in the discussion section, effectively report statistical data, and engage professionally with the peer-review process. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom Meetings. The materials of this course include: The Structure of a Scientific		

Paper (IMRaD); The Research Question and Introduction Drafting; Writing the Methods Section (Reproducibility and Transparency); Effective Presentation of Results (Figures, Tables, and Text); Constructing the Discussion and Conclusion (Argumentation and Interpretation); Ethical Issues in Scientific Publication (Authorship, Plagiarism, Data Integrity); Selection of Appropriate Journals and Understanding Impact Factor; and Navigating the Peer-Review and Revision Process.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to identify and recall the standard structure (IMRaD), ethical guidelines, and common rhetorical conventions of high-impact scientific articles; (C1, A2, P1)
2. CLO 2: Students are able to explain the purpose and typical content of each section of a research manuscript (Introduction, Methods, Results, and Discussion) and demonstrate understanding of key principles like clarity and conciseness; (C2, A2, P1)
3. CLO 3: Students are able to apply advanced technical writing skills, including accurate use of terminology, effective data presentation and appropriate citation styles, to draft specific sections of a paper; (C3, A3, P4)
4. CLO 4: Students are able to analyse critically published scientific papers to evaluate their argumentative logic, methodological transparency, statistical reporting, and overall contribution to the field; (C4, A3, P2)
5. CLO 5: Students are able to create a complete, original, and submission-ready scientific manuscript (or a substantial draft thereof) that synthesises research findings into a coherent, compelling, and ethically compliant narrative suitable for a peer-reviewed journal; (C5, A4, P4)

Core readings:

1. Gastel, B., & Day, R. A. (2022). *How to Write and Publish a Scientific Paper* (9th ed.). Cambridge University Press.
2. Glasman-Deal, H. (2018). *Science Research Writing: A Guide for Non-Native Speakers of English* (2nd ed.). Imperial College Press.
3. Thorne, L. (2025). *Successful Academic Writing: A Guide for Students*. SAGE Publications.
4. Gopen, G. D., & Swan, J. A. (2019). *The Science of Scientific Writing*. American Scientist. (A key article for stylistic principles).

Thesis Proposal Seminar

Module Number KPI 8009	Module Name Thesis Proposal Seminar	
Type of Course Compulsory	Semester / Rotation 2/Even	Student Capacity: 10 - 15
Teaching Methods Individual Guidance, Project-Based Learning	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Thesis Proposal Development Projects (20%) Final Examination / Proposal Presentation (80%)		SKS (+Workload in hours) 3 (135 hours of Learning Experience = total 135 hours) ECTS (+Workload in hours) 4.50 (135 hours of Learning Experience = total 135 hours)
Module Coordinator All Lecturer's Related Expertise		Semester Week Hours: 135 hours
Additional Lecturers: All Lecturer's Related Expertise		
Syllabus The aims of this course are to guide students through the systematic process of conceptualising, drafting, defending, and finalising a rigorous research proposal that forms the basis of their Master's or Doctoral thesis. The course concentrates on transforming a broad area of interest into a focused, original, feasible, and ethically sound research plan, integrating theoretical knowledge with methodological precision. The competences of this course are demonstrated upon completion when students can clearly articulate a significant research problem, conduct a comprehensive and critical review of existing literature, formulate precise research questions and hypotheses, and select and justify appropriate data collection and analysis methods. Students will master the ability to present their complex research ideas succinctly, defend their methodological choices against critical scrutiny, and revise their proposal based on expert academic feedback. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom Meetings. The materials of this course include: Defining a Research Problem and Justifying Significance; Comprehensive and Critical Literature Review; Formulating Research Questions and		

Hypotheses; Choosing and Justifying Methodology (Qualitative, Quantitative, Mixed-Methods); Developing Data Collection Instruments; Ensuring Research Ethics and Obtaining Consent; Proposal Writing Mechanics and Structure; Effective Seminar Presentation Skills and Visual Aids; and Responding to Academic Critique and Revision Strategies.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to identify and recall the essential components, structural requirements, and ethical considerations for a rigorous academic thesis proposal; (C1, A2, P1)
2. CLO 2: Students are able to explain the purpose and relationship between the research problem, literature review, theoretical framework, and proposed methodology in a coherent proposal; (C2, A2, P1)
3. CLO 3: Students are able to apply advanced scholarly writing and referencing techniques to draft a complete, well-supported thesis proposal that adheres to institutional standards; (C3, A3, P4)
4. CLO 4: Students are able to analyse critically the suitability of various research methodologies (e.g., qualitative, quantitative, mixed-methods) for addressing their specific research questions and evaluate the feasibility and ethical implications of their proposed study; (C4, A4, P2)
5. CLO 5: Students are able to create an original, high-quality, and defensible thesis proposal document, successfully deliver a professional seminar presentation of their work, and engage effectively in critical academic discussion with faculty and peers; (C5, A4, P4)

Core readings:

1. Creswell, J. W. (2018). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.). SAGE Publications.
2. Booth, W. C., Colomb, G. G., & Williams, J. M. (2016). The Craft of Research (4th ed.). University of Chicago Press.
3. Murray, R. (2022). How to Write a thesis (4th ed.). Open University Press.
4. Silverman, D. (2020). Doing Qualitative Research (6th ed.). SAGE Publications.

3rd Semester
Odd 2024/2025

Comprehensive Thesis Examination

Module Number KPI 8010	Module Name Comprehensive Thesis Examination	
Type of Course Compulsory	Semester / Rotation 3/Odd	Student Capacity: 10 - 15
Teaching Methods Individual Guidance, Project-Based Learning	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Final Examination / Thesis Presentation (100%)		SKS (+Workload in hours) 3 (135 hours of Learning Experience = total 135 hours) ECTS (+Workload in hours) 4.50 (135 hours of Learning Experience = total 135 hours)
Module Coordinator All Lecturer's Related Expertise		Semester Week Hours: 135 hours
Additional Lecturers: All Lecturer's Related Expertise		
Syllabus The aims of this course are to prepare students for the final, comprehensive examination of their thesis and core disciplinary knowledge. The course concentrates on developing students' ability to synthesise complex information, articulate and defend their original research, and demonstrate mastery over the theoretical and methodological foundations of their entire academic programme. This seminar serves as a structured period for intensive preparation and rigorous intellectual integration. The competences of this course are demonstrated upon completion when students can effortlessly connect their niche thesis findings to major disciplinary debates, explain the philosophical underpinnings of their chosen methodology, and confidently articulate the novelty and implications of their work to an expert examination panel. Students will master the ability to engage in high-level scholarly discourse, handle critical questions gracefully, and prove their readiness to function as independent researchers and experts in their field. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom Meetings. The materials of this course include: Review of Core Disciplinary Theories and History;		

Synthesis of Thesis-Specific Literature and Debates; Methodological Justification and Defence; Principles of Research Ethics in Practice; Preparing for the Oral Defence (Structure, Timing, Visuals); Anticipating and Formulating Responses to Challenging Questions; Practice Sessions for Oral Examination (Mock Defence); and Strategies for Handling Stress and Presenting Confidence.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to recall and identify the core principles, key theories, and significant literature across all major areas of their specific academic discipline; (C1, A2, P1)
2. CLO 2: Students are able to explain the theoretical relationships and methodological debates linking their thesis research to the broader foundational knowledge of their field; (C2, A2, P1)
3. CLO 3: Students are able to apply advanced analytical skills to defend the methodology, findings, and conclusions of their own thesis research during rigorous oral and written examination; (C3, A4, P3)
4. CLO 4: Students are able to analyse critically the strengths and limitations of their research design and evaluate the contributions of their thesis to existing scholarly knowledge and professional practice; (C4, A4, P2)
5. CLO 5: Students are able to create and articulate coherent, sophisticated, and well-supported arguments in response to challenging, multi-faceted questions regarding both their specific thesis and the general knowledge of their discipline; (C5, A4, P3)

Core readings:

1. The Student's Own Thesis Document and Proposal. (The primary text for the course.)
2. Key Handbooks/Textbooks from Core Disciplinary Courses. (Selected by the student and supervisor based on the programme's requirements.)
3. Roberts, C. (2024). *The Thesis and the Viva: A Guide to Examining and Being Examined*. Routledge.
4. Dunleavy, P. (2018). *Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Book* (2nd ed.). Palgrave Macmillan.

Thesis Proposal Examination

Module Number KPI 8011	Module Name Thesis Proposal Examination	
Type of Course Compulsory	Semester / Rotation 3/Odd	Student Capacity: 10 - 15
Teaching Methods Individual Guidance, Project-Based Learning	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Project-Based Learning: Plan/Proposal Assessment (50%) Project Results Seminar (20%) Project Discussion (30%)		SKS (+Workload in hours) 3 (135 hours of Learning Experience = total 135 hours) ECTS (+Workload in hours) 4.50 (135 hours of Learning Experience = total 135 hours)
Module Coordinator All Lecturer's Related Expertise		Semester Week Hours: 135 hours
Additional Lecturers: All Lecturer's Related Expertise		
Syllabus The aims of this course are to facilitate and formalise the critical review and rigorous oral defence of the student's final thesis proposal. The course concentrates on preparing students to intellectually defend their research plan against a panel of experts, ensuring that the proposed study is theoretically sound, methodologically robust, ethically compliant, and feasible to execute as a Master's or Doctoral thesis. The competences of this course are demonstrated upon completion when students can concisely summarise their entire research plan, articulate the theoretical contribution of their work, and confidently address probing questions regarding the rationale, scope, and limitations of the proposed study. Students will master the ability to manage the pressure of an academic examination, use evidence to support their research design decisions, and demonstrate the necessary level of scholarly independence to proceed with the thesis research phase. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom Meetings. The materials of this course include: Final Review of the Thesis Proposal Document; Techniques for Structuring an Effective Oral Defence Presentation; Anticipating and		

Rehearsing Responses to Methodological and Theoretical Challenges; Critical Self-Assessment of Proposal Limitations and Ethical Compliance; Principles of Academic Debate and Scholarly Interaction; Strategies for Handling Interrogation on Literature Review and Research Gaps; and Procedures for Final Proposal Submission and Approval.

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to recall and identify the standard academic requirements, research paradigms (e.g., positivist, interpretivist), and ethical norms governing research in their specific discipline; (C1, A2, P1)
2. CLO 2: Students are able to explain clearly the background, significance, and originality of their chosen research problem, and demonstrate understanding of how their project fills a gap in the existing literature; (C2, A3, P1)
3. CLO 3: Students are able to apply advanced communication skills (both oral and written) to present and defend the core components of their thesis proposal, including the theoretical framework and detailed methodology; (C3, A4, P3)
4. CLO 4: Students are able to analyse critically the strengths and weaknesses of their proposed research design, evaluate the feasibility and potential challenges of data collection, and justify their methodological choices against alternative approaches; (C4, A4, P2)
5. CLO 5: Students are able to create and articulate persuasive, scholarly responses to critical questions from the examination panel, demonstrating command over their subject area and the ability to integrate feedback for final proposal refinement; (C5, A4, P3)
- 6.

Core readings:

1. The Student's Final Thesis Proposal Document. (This is the central text for the examination.)
2. Rudestam, K. E., & Newton, R. R. (2025). *Surviving Your Dissertation: A Comprehensive Guide to Content and Process* (4th ed.). SAGE Publications.
3. Becker, H. S. (2018). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article* (2nd ed.). University of Chicago Press.
4. Punch, K. F. (2016). *Developing Effective Research Proposals* (3rd ed.). SAGE Publications.

Thesis Examination

Module Number KPI 8012	Module Name Thesis Examination	
Type of Course Compulsory	Semester / Rotation 3/Odd	Student Capacity: 10 - 15
Teaching Methods Individual Guidance, Project-Based Learning	Prerequisites for attendance None	Language Indonesian (regular) English (international)
Type of Examination (Final Grade Composition) Research Progress and Supervision (25%) Thesis Report and Results (40%) Thesis Presentation and Examination (15%) Project Outcome (20%)		SKS (+Workload in hours) 12 (540 hours of Final project= total 540) ECTS (+Workload in hours) 18 (540 hours of Final project= total 540)
Module Coordinator Dr. Saerozi, M.Pd,		Semester Week Hours: 540 hours
Additional Lecturers: Prof. Dr. H. Ilyas Supena M.Ag		
Syllabus The aims of this course are to facilitate and formalise the final, oral defence and comprehensive review of the student's completed thesis document. The course concentrates on preparing the student to demonstrate intellectual maturity, mastery of the chosen research area, and the ability to function as an independent scholar ready to contribute to the academic community. This preparation phase is crucial for transforming a written document into a successfully defended scholarly work. The competences of this course are demonstrated upon completion when students can effortlessly connect specific details of their research to major theoretical frameworks, explain the philosophical and methodological soundness of their study, and confidently articulate the novelty and implications of their findings. Students will master the ability to engage in high-stakes academic discourse, handle critical scrutiny with professionalism, and ultimately prove the academic merit and originality of their thesis to an expert examination panel. In this course, the learning process is conducted using a blended learning approach. Blended learning is carried out both offline in the classroom and online, asynchronously using the UIN Walisongo LMS platform at https://elearning.walisongo.ac.id , while synchronously online using Zoom Meetings. The materials of this course include: Final Review and Mastery of the Completed Thesis Document; Deep Review of the Foundational Theories and Methods relevant to the Thesis; Structuring the Oral Defence Presentation (Viva Voce structure); Anticipating and Preparing Responses for Methodological and Theoretical Challenges; Strategies for Managing Complex, Multi-part Questions; Formal Procedures and Etiquette of the Thesis Examination; and Techniques for Effectively Communicating Research Contribution and Impact.		

Learning goals and qualifications in this module students learn to:

CLO

1. CLO 1: Students are able to recall and identify the core theoretical and methodological knowledge that underpins their thesis and their academic discipline as a whole; (C1, A2, P1)
2. CLO 2: Students are able to explain and articulate clearly the rationale, structure, findings, and contribution of their thesis to the existing body of scholarly literature; (C2, A3, P2)
3. CLO 3: Students are able to apply advanced communication and argumentation skills to defend the research design, data analysis, and conclusions of their thesis against rigorous academic questioning; (C3, A4, P3)
4. CLO 4: Students are able to analyse critically the limitations of their own research, evaluate alternative interpretations of their data, and justify their decisions within the context of established scholarly standards; (C4, A4, P2)
5. CLO 5: Students are able to create coherent, scholarly, and persuasive responses to complex, multi-faceted questions posed by the examination panel, demonstrating mastery of the thesis subject and the broader discipline; (C5, A4, P3)

Core readings:

1. The Student's Completed Thesis Document. (This is the exclusive central text for the examination.
2. Mullins, G., & Kiley, M. (2018). *The Research Process: The Thesis and the Viva*. Routledge.
3. Murray, R. (2020). *How to Survive your Viva: The Essential Guide to Passing your PhD or MPhil Viva* (2nd ed.). Open University Press. (Relevant for rigour, though geared towards PhD, principles apply.)