

Short Course Description	Understanding of the principles of monumental textiles in making new textile products in structural design and surface using knitting, tapestry, macrame, crushing and fullness, folding and relief, and batik techniques.						
References	Main :	<ol style="list-style-type: none"> 1. 1. Wolff, Colette. 1996. The Art Of Manipulating Fabric. Wisconsin: USA : Krause Publications. 2. 2. Ondori. 1984. Gorgeous Crochet Laces. Tokyo: Ondorisha Publisher. 3. 3. Hiatt, June Hemmons. 2012. The Principles of Knitting. New York: Touchstone. 4. 4. White, Rachael. 2022. Macramè For Beginners: A Complete Guide to Learn about the Knots, Techniques, and Creative Projects of Macrame. Independently published. 5. 5. Mezoff, Rebecca. 2000. The Art of Tapestry Weaving. USA: Storey. 					
	Supporters:	<ol style="list-style-type: none"> 1. 6. Reader 19s Digest. 1981. Complete Guide to Needlework. Reader's Digest Association, Incorporated. 2. 7. Kafka, J. Francis. 1973. Batik, Tie Dyeing, Stenciling, Silk Screen, Block Printing The hand Decoration of Fabrics. New York: Dover Publications, Inc. 3. 8. Hanom, W. 2002. Proses dan Cara Kerja Batik tulis dan Pewarnaan. Pekalongan: Sanggar Jlamprang. 					
	Supporting lecturer	Dr.Sn. Inty Nahari, S.Pd., M.Ds. Dr. Deny Arifiana, S.Pd., M.A.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students can remember and add theory about monumental textiles	<ol style="list-style-type: none"> 1. Students can explain the meaning of monumental textiles. 2. Students can explain the purpose of studying monumental textiles. 3. Students can explain the monumental textile space 4. Students can explain various new textile processes in terms of structure design and surface design. 	Criteria: 1 - 100 Form of Assessment : Participatory Activities		Google Classroom : Asynchro-nous and synchro-nous 2 X 50	Material: Various new textile products in terms of structure and surface design. Bibliography: <i>1. Wolff, Colette. 1996. The Art Of Manipulating Fabric. Wisconsin: USA : Krause Publications.</i>	5%

2		<ol style="list-style-type: none"> 1. Students can explain the meaning of crochet. 2. Students can explain the tools and materials used to make crochet. 3. Students can explain the steps for making crochet. 4. Students are able to make crochet based on designs. 	<p>Criteria: 1 - 100</p> <p>Forms of Assessment : Project Results Assessment / Product Assessment, Practical Assessment</p>	2 X 50	<p>Google Classroom: asynchronous and synchronous 2 X 50</p>	<p>Material: Definition, tools and materials, as well as steps for making crochet.</p> <p>Bibliography: 1. Wolff, Colette. 1996. <i>The Art Of Manipulating Fabric.</i> Wisconsin: USA : Krause Publications.</p> <hr/> <p>Material: Definition, tools and materials, as well as steps for making crochet.</p> <p>References: 2. Ondori. 1984. <i>Gorgeous Crochet Laces.</i> Tokyo: Ondorisha Publisher.</p>	5%
3	Students are able to understand knitting techniques.	<ol style="list-style-type: none"> 1. Students are able to explain the meaning of knitting. 2. Students are able to explain the tools and materials used to make knitting. 3. Students are able to explain the knitting steps. 4. Students are able to make knitting based on designs. 	<p>Criteria: 1 - 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50	<p>Google Classroom: asynchronous and synchronous 2 X 50</p>	<p>Material: Understanding knitting, tools and materials and knitting steps.</p> <p>Bibliography: 3. Hiatt, June Hemmons. 2012. <i>The Principles of Knitting.</i> New York: Touchstone.</p>	5%
4	Students are able to understand knitting techniques.	<ol style="list-style-type: none"> 1. Students are able to explain the meaning of knitting. 2. Students are able to explain the tools and materials used to make knitting. 3. Students are able to explain the knitting steps. 4. Students are able to make knitting based on designs. 	<p>Criteria: 1 - 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50	<p>Google Classroom: asynchronous and synchronous 2 X 50</p>	<p>Material: Understanding knitting, tools and materials and knitting steps.</p> <p>Bibliography: 3. Hiatt, June Hemmons. 2012. <i>The Principles of Knitting.</i> New York: Touchstone.</p>	5%

5	Students are able to understand tapestry techniques.	<ol style="list-style-type: none"> 1. Students are able to explain the meaning of tapestry. 2. Students are able to explain the tools and materials used to make a tapestry. 3. Students are able to explain the steps of tapestry. 4. Students are able to make a tapestry based on a design. 	<p>Criteria: 1 - 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50	Google Classroom: asynchronous and synchronous 2 X 50	<p>Material: Definition, tools and materials, and steps for making a tapestry.</p> <p>Reference: 5. <i>Mezoff, Rebecca. 2000. The Art of Tapestry Weaving. USA: Storey.</i></p>	5%
6	Students are able to understand tapestry techniques.	<ol style="list-style-type: none"> 1. Students are able to explain the meaning of tapestry. 2. Students are able to explain the tools and materials used to make a tapestry. 3. Students are able to explain the steps of tapestry. 4. Students are able to make a tapestry based on a design. 	<p>Criteria: 1 - 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50	Google Classroom: asynchronous and synchronous 2 X 50	<p>Material: Definition, tools and materials, and steps for making a tapestry.</p> <p>Reference: 5. <i>Mezoff, Rebecca. 2000. The Art of Tapestry Weaving. USA: Storey.</i></p>	5%
7	Students are able to understand tapestry techniques.	<ol style="list-style-type: none"> 1. Students are able to explain the meaning of macrame. 2. Students are able to explain the tools and materials used to make macrame. 3. Students are able to explain the steps of macrame. 4. Students are able to make macrame based on designs. 	<p>Criteria: 1 - 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50	Google Classroom: asynchronous and synchronous 2 X 50	<p>Material: Definition, tools and materials, as well as steps for making macrame.</p> <p>Bibliography: 4. <i>White, Rachael. 2022. Macramè For Beginners: A Complete Guide to Learn about the Knots, Techniques, and Creative Projects of Macrame. Independently published.</i></p>	5%

8	Students are able to understand tapestry techniques.	<ol style="list-style-type: none"> 1. Students are able to explain the meaning of macrame. 2. Students are able to explain the tools and materials used to make macrame. 3. Students are able to explain the steps of macrame. 4. Students are able to make macrame based on designs. 	<p>Criteria: 1 - 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	2 X 50	<p>Google Classroom: asynchronous and synchronous 2 X 50</p>	<p>Material: Definition, tools and materials, as well as steps for making macrame.</p> <p>Bibliography: 4. White, Rachael. 2022. <i>Macramè For Beginners: A Complete Guide to Learn about the Knots, Techniques, and Creative Projects of Macrame.</i> Independently published.</p>	5%
9			<p>Criteria: 1 - 100</p> <p>Form of Assessment : Test</p>		Self-Directed Learning 2 X 50	<p>Material: 1. Wolff, Colette. 1996. <i>The Art Of Manipulating Fabric.</i> Wisconsin: USA : Krause Publications. 2. Ondori. 1984. <i>Gorgeous Crochet Laces.</i> Tokyo: Ondorisha Publisher. 3. Hiatt, June Hemmons. 2012. <i>The Principles of Knitting.</i> New York: Touchstone. 4. White, Rachael. 2022. <i>Macramè For Beginners: A Complete Guide to Learn about the Knots, Techniques, and Creative Projects of Macrame.</i> Independently published. 5. Mezoff, Rebecca. 2000. <i>The Art of Tapestry Weaving.</i> USA: Storey.</p> <p>References:</p>	10%

10	Students are able to understand crushing and fullness techniques	<ol style="list-style-type: none"> 1. Students are able to explain crushing and fullness techniques. 2. Students are able to explain the tools and materials used to make crushing and fullness. 3. Students are able to identify the types of crushing and fullness. 4. Students are able to explain the steps to create crushing and fullness. 5. Students are able to create crushing and fullness based on design 	<p>Criteria: 1 - 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		<p>Google Classroom: asynchronous and synchronous 2 X 50</p>	<p>Material: Understanding knitting, tools and materials as well as crushing and fullness steps. Bibliography: 1. Wolff, Colette. 1996. <i>The Art Of Manipulating Fabric.</i> Wisconsin: USA : Krause Publications.</p>	5%
11	Students are able to understand crushing and fullness techniques	<ol style="list-style-type: none"> 1. Students are able to explain crushing and fullness techniques. 2. Students are able to explain the tools and materials used to make crushing and fullness. 3. Students are able to identify the types of crushing and fullness. 4. Students are able to explain the steps to create crushing and fullness. 5. Students are able to create crushing and fullness based on design 	<p>Criteria: 1 - 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		<p>Google Classroom: asynchronous and synchronous 2 X 50</p>	<p>Material: Understanding knitting, tools and materials as well as crushing and fullness steps. Bibliography: 1. Wolff, Colette. 1996. <i>The Art Of Manipulating Fabric.</i> Wisconsin: USA : Krause Publications.</p>	5%

12	Students are able to understand crushing and fullness techniques	<ol style="list-style-type: none"> 1. Students are able to explain folding and relief techniques. 2. Students are able to explain the tools and materials used to make folding and relief. 3. Students are able to identify types of folding and relief. 4. Students are able to explain the steps for making folding and relief. 5. Students are able to make folding and relief based on designs. 	<p>Criteria: 1 - 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		<p>Google Classroom: asynchronous and synchronous 2 X 50</p>	<p>Material: Understanding knitting, tools and materials as well as crushing and fullness steps.</p> <p>Bibliography: 1. Wolff, Colette. 1996. <i>The Art Of Manipulating Fabric.</i> Wisconsin: USA : Krause Publications.</p>	5%
13	Students are able to understand crushing and fullness techniques	<ol style="list-style-type: none"> 1. Students are able to explain folding and relief techniques. 2. Students are able to explain the tools and materials used to make folding and relief. 3. Students are able to identify types of folding and relief. 4. Students are able to explain the steps for making folding and relief. 5. Students are able to make folding and relief based on designs. 	<p>Criteria: 1 - 100</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		<p>Google Classroom: asynchronous and synchronous 2 X 50</p>	<p>Material: Understanding knitting, tools and materials as well as crushing and fullness steps.</p> <p>Bibliography: 1. Wolff, Colette. 1996. <i>The Art Of Manipulating Fabric.</i> Wisconsin: USA : Krause Publications.</p>	5%

14	Students are able to understand crushing and fullness techniques	<ol style="list-style-type: none"> 1. Students are able to explain folding and relief techniques. 2. Students are able to explain the tools and materials used to make folding and relief. 3. Students are able to identify types of folding and relief. 4. Students are able to explain the steps for making folding and relief. 5. Students are able to make folding and relief based on designs. 	Criteria: 1 - 100 Form of Assessment : Project Results Assessment / Product Assessment		Google Classroom: asynchronous and synchronous 2 X 50	Material: Definition, tools and materials, and steps for making batik. References: 8. Hanom, W. 2002. <i>Process and Working of Written Batik and Coloring</i> . Pekalongan: Studio Jlamprang.	5%
15	Students are able to understand crushing and fullness techniques	<ol style="list-style-type: none"> 1. Students are able to explain folding and relief techniques. 2. Students are able to explain the tools and materials used to make folding and relief. 3. Students are able to identify types of folding and relief. 4. Students are able to explain the steps for making folding and relief. 5. Students are able to make folding and relief based on designs. 	Criteria: 1 - 100 Form of Assessment : Project Results Assessment / Product Assessment		Google Classroom: asynchronous and synchronous 2 X 50	Material: Definition, tools and materials, and steps for making batik. References: 8. Hanom, W. 2002. <i>Process and Working of Written Batik and Coloring</i> . Pekalongan: Studio Jlamprang.	5%
16	Final Semester Evaluation / Final Semester Examination		Form of Assessment : Test				20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	5%
2.	Project Results Assessment / Product Assessment	62.5%

3.	Practical Assessment	2.5%
4.	Test	30%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.