

		<b>Universitas Negeri Surabaya</b> <b>Faculty of Languages and Arts</b> <b>Fine Arts Undergraduate Study Program</b>					<b>Document Code</b>																																
<b>SEMESTER LEARNING PLAN</b>																																							
<b>Courses</b>		<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																															
Visual Culture Studies **		9020104024		T=4	P=0	ECTS=6.36	5	July 18, 2024																															
<b>AUTHORIZATION</b>		<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																
		.....		.....			Dra. Indah Chrysanti Angge, M.Sn.																																
<b>Learning model</b>	Case Studies																																						
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																						
	Program Objectives (PO)																																						
	PLO-PO Matrix																																						
	<table border="1" style="margin: auto;"> <tr> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="6"></td> </tr> </table>									P.O																													
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<b>Short Course Description</b>	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																						
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;"></td> <td rowspan="2" style="width: 10%;"></td> <td colspan="14" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%; text-align: center;">1</td> <td style="width: 5%; text-align: center;">2</td> <td style="width: 5%; text-align: center;">3</td> <td style="width: 5%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> <td style="width: 5%; text-align: center;">6</td> <td style="width: 5%; text-align: center;">7</td> <td style="width: 5%; text-align: center;">8</td> <td style="width: 5%; text-align: center;">9</td> <td style="width: 5%; text-align: center;">10</td> <td style="width: 5%; text-align: center;">11</td> <td style="width: 5%; text-align: center;">12</td> <td style="width: 5%; text-align: center;">13</td> <td style="width: 5%; text-align: center;">14</td> <td style="width: 5%; text-align: center;">15</td> <td style="width: 5%; text-align: center;">16</td> </tr> </table>										Week														1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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<b>References</b>	<b>Main :</b>																																						
	<ol style="list-style-type: none"> <li>1. Chris Jenks. 1995. Visual Culture. Routledge.</li> <li>2. Nicholas Mirzoeff. 2009. An Introduction to Visual Culture. Routledge.</li> <li>3. James Elkins (ed.). 2012. Theorizing Visual Studies: Writing Through the Discipline. Routledge.</li> <li>4. Jessica Evans, Stuart Hall. 1999. Visual Culture: The Reader. SAGE.</li> <li>5. John Berger. 1972. Ways of Seeing. Penguin Books.</li> </ol>																																						
	<b>Supporters:</b>																																						
<b>Supporting lecturer</b>	Asy Syams Elya Ahmad, S.Pd., M.Ds. MUCHAMMAD BAYU TEJO SAMPURNO																																						
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																

1	Students know the scope of lectures and have a learning orientation.			2 X 50			0%
2	Students understand and can explain the concept of culture and its relationship to other aspects.			4 X 50			0%
3	Students can recognize and explain the physical and mental aspects of visual experiences.			4 X 50			0%
4	Students know and can describe the field of study called 1C 1D visual culture and a brief history of its emergence.			4 X 50			0%
5	Students can explain again the meaning and scope of visual culture.			4 X 50			0%
6	Students understand and can explain again how images in paintings are considered as a way of representing the most up-to-date reality of their time.			4 X 50			0%
7	Students can understand and explain the position of photography in the study of visual culture.			4 X 50			0%
8	Students can recognize and explain in writing key theories and terms about visuality and visual culture.			4 X 50			0%
9	Students can understand and explain the complexity of the field of interaction between the global and the local as well as the real and the virtual in contemporary cultural practice.			4 X 50			0%
10	Students can understand and explain again that in visual culture every act of staring involves connotations and implications.			4 X 50			0%
11	Students can understand and explain again that in visual culture every act of staring involves connotations and implications.			4 X 50			0%

12	Students know and can explain the complexity and problematics of visual culture which gives rise to various methods of analysis.			4 X 50			0%
13	Students know and can explain the complexity and problematics of visual culture which gives rise to various methods of analysis.			4 X 50			0%
14	Students know and can explain the complexity and problematics of visual culture which gives rise to various methods of analysis.			4 X 50			0%
15	Students can analyze visual cultural media using at least one of the types of analysis that have been introduced.			4 X 50			0%
16							0%

#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

#### Notes

- 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.
- 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.
- 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.
- 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.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

