



**Universitas Negeri Surabaya  
Vocational Faculty,  
D4 Graphic Design Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																			
Copy Writing	9034203450	Compulsory Study Program Subjects	T=2	P=1	ECTS=4.77	3	August 10, 2022																																																																																			
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																																																																				
		Nova Kristiana, S.Sn., M.Sn.	Nova Kristiana, S.Sn., M.Sn.			Asidigisianti Surya Patria, S.T., M.Pd.																																																																																				
<b>Learning model</b>	<b>Case Studies</b>																																																																																									
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																																									
	<b>PLO-5</b>	Able to master theoretical knowledge about the history of design, basic principles of graphic design, basic principles of marketing communications by utilizing IPTES in the field of graphic design.																																																																																								
	<b>Program Objectives (PO)</b>																																																																																									
	<b>PO - 1</b>	Students are able to design promotional media by applying copywriting																																																																																								
	<b>PO - 2</b>	Students are able to write advertising and advertising scriptwriting																																																																																								
	<b>PO - 3</b>	Students are able to develop media strategies by applying copywriting																																																																																								
	<b>PLO-PO Matrix</b>																																																																																									
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td colspan="6">PLO-5</td> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	PLO-5						PO-1							PO-2							PO-3																																																													
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<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																										
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																
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<b>Short Course Description</b>	Study the basics and theories/concepts of advertising copywriting in advertising design; Processing an idea into an idea, developing a persuasive message in creating an advertisement, headline, tagline, body copy, creating a synopsis plot (brain storming), storyline, scriptwriting, and storyboard for creating an advertisement																																																																																									
<b>References</b>	<b>Main :</b>																																																																																									
	<ol style="list-style-type: none"> <li>Maslen, Andi. 2010. The Copywriting Sourcebook . London; KingdomUnited.Marshall Cavendish.</li> <li>Maslen Andi. 2009. 100 Great Copywriting Ideas: From Leading Companies Around The World . Singapore. Marshall Cavendish.</li> <li>Kasilo, Djito. 2008. Komunikasi Cinta: Menembus G-Spot Konsumen Indonesia . Jakarta. KPG.</li> <li>Weinschenk, S. 2011. 100 Thinks: Every Designer Need to Know About People . Berkeley; United States of America. New Rider.</li> </ol>																																																																																									
	<b>Supporters:</b>																																																																																									
	1. Astono, Rianto. 2021. Kopiraiting. Palembang: Gaptex Indo Media																																																																																									
<b>Supporting lecturer</b>	Nova Kristiana, S.Sn., M.Sn.																																																																																									
<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	<p>1. Students are able to understand Copywriting lectures</p> <p>2. Students are able to understand copywriting, its role and function.</p>	<p>1. Understand the lecture rules</p> <p>Understand the material that will be studied in the lecture</p> <p>2. Students can describe the meaning, role, capital and objectives of Copywriting</p> <p>3. Students can identify the 8 Rules of Copywriting</p>	<p><b>Criteria:</b> activeness in class</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>3 X 50 interactive discussion lecture method</p>	-	<p><b>Material:</b> General knowledge of Copywriting</p> <p><b>Reader:</b> <i>Maslen, Andi. 2010. The Copywriting Sourcebook. London; KingdomUnited. Marshall Cavendish.</i></p>	5%
2	<p>Students are able to understand branding and positioning</p>	<p>1. Students can describe the meaning of brand, basic concepts of branding and brand positioning</p> <p>2. Students can describe Positioning Strategy and develop Brand Positioning Strategic Steps</p>	<p><b>Criteria:</b> Liveliness</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>3 X 50 interactive discussion lecture method</p>	-	<p><b>Material:</b> • Understanding Brand • Basic concepts of branding • Brand Positioning • Positioning Strategy • Strategic Steps for Brand Positioning</p> <p><b>Reader:</b> <i>Astono, Rianto. 2021. Copiraiting. Palembang: Gaptex Indo Media</i></p>	5%
3	<p>Students are able to understand creativity in copywriting.</p>	<p>1. Students can describe creativity and creative functions</p> <p>2. Students can develop strategies for generating ideas</p>	<p><b>Criteria:</b> 1. Liveliness 2. Accuracy in explaining the reasons.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Interactive discussion lecture method, 3 X 50 case observation exercises</p>	-	<p><b>Material:</b> What is creativity • What is the use of creativity • How to be creative? • How to generate ideas?</p> <p><b>References:</b> <i>Astono, Rianto. 2021. Copiraiting. Palembang: Gaptex Indo Media</i></p>	5%
4	<p>Students are able to understand Persuasiveness</p>	<p>• Students can describe the meaning and purpose of persuasion in visual communication</p>	<p><b>Criteria:</b> activeness in class</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	<p>Activity in Class 3 x 50</p>	-	<p><b>Material:</b> Persuasion in visual communication • Persuasion in Copywriting</p> <p><b>References:</b> <i>Kasilo, Djito. 2008. Communication of Love: Penetrating the G-Spot of Indonesian Consumers. Jakarta. KPG.</i></p> <p><b>Material:</b> advertising script persuasion</p> <p><b>Reader:</b> <i>Astono, Rianto. 2021. Copiraiting. Palembang: Gaptex Indo Media</i></p>	5%

5	Students are able to understand creative style	Students can describe and apply advertising figures of speech in writing advertising scripts	<b>Criteria:</b> Activeness in class  <b>Form of Assessment :</b> Participatory Activities	3 X 50 interactive discussion lecture method	-	<b>Material:</b> Figures of speech and language styles <b>Readers:</b> <i>Kasilo, Djito. 2008. Communication of Love: Penetrating the G-Spot of Indonesian Consumers. Jakarta. KPG.</i>	5%
6	Students are able to understand the target audience	1.Students can identify Segmentation 2.Students can identify Consumer Insight and Consumer Journey	<b>Criteria:</b> Activeness in class, identification sequence  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Interactive discussion lecture method  Task: Design ideas for public service advertisements with the most persuasive visuals and script according to the intended target audience 3 X 50	-	<b>Material:</b> Target Audience • Segmentation • Consumer Insight • Consumer Journey <b>Reader:</b> <i>Maslen Andi. 2009. 100 Great Copywriting Ideas: From Leading Companies Around The World. Singapore. Marshall Cavendish.</i>	5%
7	Students are able to understand the target audience	1.Students can identify Segmentation 2.Students can identify Consumer Insight and Consumer Journey	<b>Criteria:</b> Activeness in class, identification sequence  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Interactive discussion lecture method  Task: Design ideas for public service advertisements with the most persuasive visuals and script according to the intended target audience 3 X 50	-	<b>Material:</b> Target Audience • Segmentation • Consumer Insight • Consumer Journey <b>Reader:</b> <i>Maslen Andi. 2009. 100 Great Copywriting Ideas: From Leading Companies Around The World. Singapore. Marshall Cavendish.</i>	5%
8	Students are able to understand the target audience	1.Students can identify Segmentation 2.Students can identify Consumer Insight and Consumer Journey	<b>Criteria:</b> Activeness in class, identification sequence  <b>Form of Assessment :</b> Participatory Activities, Practice/Performance	Presentation  Task: Design a public service advertisement idea with the most persuasive visuals and script according to the intended target audience 3 X 50	-	<b>Material:</b> Target Audience • Segmentation • Consumer Insight • Consumer Journey <b>Reader:</b> <i>Maslen Andi. 2009. 100 Great Copywriting Ideas: From Leading Companies Around The World. Singapore. Marshall Cavendish.</i>	10%

9	Students know and understand the elements of a creative brief and develop creative strategies	<ol style="list-style-type: none"> <li>1. Students can observe the Marketing Background</li> <li>2. Students can identify Competitive Frame</li> <li>3. Students can observe product specifications</li> <li>4. Students can describe Advertising / communication objectives and Promise / consumer benefits .</li> <li>5. Students can prepare Strategic Planning</li> <li>6. Students can identify advertising techniques</li> <li>7. Students can apply Visual Thinking and Tone and manner .</li> <li>8. Students can describe Personalities and Propositions</li> </ol>	<p><b>Criteria:</b> Activeness</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Interactive discussion lecture, 3 X 50 practice	-	<p><b>Material:</b> The Elements of Brief (Creative brief) • Marketing Background • Competitive Frame • Product • Advertising / communication objectives • Target audience (consumer insight) • Promise / consumer benefit • Tone and manner • Personalities • Proposition • Idea</p> <p><b>Library:</b> <i>Maslen Andi. 2009. 100 Great Copywriting Ideas: From Leading Companies Around The World. Singapore. Marshall Cavendish.</i></p> <p><b>Material:</b> • Strategy Planning • Advertising Techniques</p> <p><b>References:</b> <i>Weinschenk, S. 2011. 100 Thinks: Every Designer Needs to Know About People. Berkeley; United States of America. New Rider.</i></p>	5%
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10	Students know and understand the elements of a creative brief and develop creative strategies	<ol style="list-style-type: none"> <li>1. Students can observe the Marketing Background</li> <li>2. Students can identify Competitive Frame</li> <li>3. Students can observe product specifications</li> <li>4. Students can describe Advertising / communication objectives and Promise / consumer benefits</li> <li>5. Students can prepare Strategic Planning</li> <li>6. Students can identify advertising techniques</li> <li>7. Students can apply Visual Thinking and Tone and manner</li> <li>8. Students can describe Personalities and Propositions</li> </ol>	<p><b>Criteria:</b> Activeness</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Interactive discussion lecture, 3 X 50 practice	-	<p><b>Material:</b> The Elements of Brief (Creative brief) • Marketing Background • Competitive Frame • Product • Advertising / communication objectives • Target audience (consumer insight) • Promise / consumer benefit • Tone and manner • Personalities • Proposition • Idea</p> <p><b>Library:</b> <i>Maslen Andi. 2009. 100 Great Copywriting Ideas: From Leading Companies Around The World. Singapore. Marshall Cavendish.</i></p> <p><b>Material:</b> • Strategy Planning • Advertising Techniques</p> <p><b>References:</b> <i>Weinschenk, S. 2011. 100 Thinks: Every Designer Needs to Know About People. Berkeley; United States of America. New Rider.</i></p>	5%
11	Students are able to understand visual stopping power	Students can explain Art Direction and Visual Gestalt	<p><b>Criteria:</b> Activeness in class</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	lectures, interactive discussions practice 3 X 50	-	<p><b>Materials:</b> • Art Direction • Visual Gestalt</p> <p><b>Reader:</b> <i>Weinschenk, S. 2011. 100 Thinks: Every Designer Needs to Know About People. Berkeley; United States of America. New Rider.</i></p>	5%
12	Students are able to understand the elements and methods of writing advertising scripts	<ol style="list-style-type: none"> <li>1. Students can describe the elements of advertising script writing</li> <li>2. Students can describe the stages of writing an advertising copy</li> <li>3. Students can observe and identify advertising scripts</li> </ol>	<p><b>Criteria:</b> activeness in class, sequence of observations</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	interactive discussion, 3 X 50 observations		<p><b>Material:</b> elements of advertising script writing, stages of writing advertising scripts</p> <p><b>Reader:</b> <i>Astono, Rianto. 2021. Copiraiting. Palembang: Gaptex Indo Media</i></p>	5%

13	Students are able to understand media and cross-communication.	<ol style="list-style-type: none"> <li>1. Students can describe the AISAS Strategy</li> <li>2. Students can describe the Point of Contact</li> <li>3. Students can describe and identify ATL, BTL, AND TTL Understanding New Media</li> <li>4. Students can describe and identify New Media</li> </ol>	<p><b>Criteria:</b> activeness in class, identification sequence</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Interactive discussions and observations 3 X 50	-	<p><b>Material:</b> media</p> <p><b>Bibliography:</b> <i>Maslen, Andi. 2010. The Copywriting Sourcebook. London; KingdomUnited. Marshall Cavendish.</i></p>	5%
14	Students are able to design copywriting on the right advertising media	<ol style="list-style-type: none"> <li>1. Students can compose copywriting on advertising media</li> <li>2. Students can develop media strategies</li> </ol>	<p><b>Criteria:</b> 1. copywriting accuracy 2. Media accuracy 3. Accurate target audience</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	discussion and practicum Designing Public Service Advertisements with communication concepts and execution 3 X 50	-	<p><b>Material:</b> media</p> <p><b>Bibliography:</b> <i>Maslen, Andi. 2010. The Copywriting Sourcebook. London; KingdomUnited. Marshall Cavendish.</i></p> <p><b>Material:</b> copywriting</p> <p><b>Reader:</b> <i>Maslen Andi. 2009. 100 Great Copywriting Ideas: From Leading Companies Around The World. Singapore. Marshall Cavendish.</i></p>	5%
15	Students are able to design copywriting on the right advertising media	<ol style="list-style-type: none"> <li>1. Students can compose copywriting on advertising media</li> <li>2. Students can develop media strategies</li> </ol>	<p><b>Criteria:</b> 1. copywriting accuracy 2. Media accuracy 3. Accurate target audience</p> <p><b>Form of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	discussion and practicum Designing Public Service Advertisements with communication concepts and execution 3 X 50	-	<p><b>Material:</b> media</p> <p><b>Bibliography:</b> <i>Maslen, Andi. 2010. The Copywriting Sourcebook. London; KingdomUnited. Marshall Cavendish.</i></p> <p><b>Material:</b> copywriting</p> <p><b>Reader:</b> <i>Maslen Andi. 2009. 100 Great Copywriting Ideas: From Leading Companies Around The World. Singapore. Marshall Cavendish.</i></p>	10%

16	Students are able to design copywriting on the right advertising media	1. Students can compose copywriting on advertising media 2. Students can develop media strategies	<b>Criteria:</b> 1. copywriting accuracy 2. Media accuracy 3. Accurate target audience  <b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	discussion and practicum Designing Public Service Advertisements with communication concepts and execution 3 X 50	-	<b>Material:</b> media <b>Bibliography:</b> Maslen, Andi. 2010. <i>The Copywriting Sourcebook</i> . London; Kingdom United. Marshall Cavendish.  <b>Material:</b> copywriting <b>Reader:</b> Maslen Andi. 2009. <i>100 Great Copywriting Ideas: From Leading Companies Around The World</i> . Singapore. Marshall Cavendish.	15%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	72.5%
2.	Project Results Assessment / Product Assessment	12.5%
3.	Portfolio Assessment	5%
4.	Practice / Performance	10%
		100%

#### 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** 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.
- 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.