SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Portfolio	9034203457	Compulsory Study Program Subjects	T=2	P=1	ECTS=4.77	4	August 1, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Nova Kristiana, S.Sn., M.Sn.	Dr. Martadi., M.Sn	Asidigisianti Surya Patria, S.T., M.Pd.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
	PLO-2	Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit
	PLO-4	Develop yourself continuously and collaborate.
	Program Objectives (PO)	
	PO - 1	Students are able to demonstrate a responsible attitude towards work in their field of expertise independently
	PO - 2	Students are able to document, store, secure and retrieve data to ensure validity and prevent plagiarism
	PO - 3	Students are able to develop graphic designs using a creativepreneurship approach
	PLO-PO Matrix	

P.O	PLO-1	PLO-2	PLO-4
PO-1			
PO-2			
PO-3			

PO Matrix at the end of each learning stage (Sub-PO)

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																

Short Course Description	This course contains material to practice skills in making portfolios according to the field of work intended by graphic designers. Namely choosing a work field that suits your competence, choosing examples of work that are packaged for presentation purposes with the aim of entering practical work or work. The material presented is Knowledge of the graphic designer's work field, Reflection on self-competence, Documentation and selection of work according to the target field, Portfolio packaging interesting and communicative, Present yourself in a promotional manner according to your competencies so that you are able to communicate with the audience. Lectures are delivered using theoretical and practical strategies.

References	**Main :**	
	1. 1) Welsh, C. Design: Portfolio: Self promotion at its best . Rockport. 2013. 2. 2) Taylor, F. How to Create a Portfolio and Get Hired: A Guide for Graphic Designers and Illustrators . Laurence King. 2013. 3. 3) Eisenman, S. Building Design Portfolios: Innovative Concepts for Presenting Your Work . Rockport. 2008.	
	Supporters:	
	1. Oldham, Craig. Oh Sh*T ... What Now?. King Publishing, Laurence, 2018	

	Supporting lecturer	Dr. Utari Dewi, S.Sn., M.Pd. Nova Kristiana, S.Sn., M.Sn. Irhamna Nirbhaya Carreca, S.T., M.MT. Nanda Nini Anggalih, S.Pd., M.Ds.						
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	1. Able to prepare Portfolio lectures 2. Able to understand the meaning, role and functions of a portfolio	1. Explain about lectures 2. Able to describe the principles in creating a portfolio as a value or value for skills and capacity as a graphic designer. 3. Be able to explain the role and function of a portfolio as a graphic designer	**Criteria:** Activeness in class **Form of Assessment** : Participatory Activities	Lectures and questions and answers. 3 X 50		**Material:** definition, role and functions of Portfolio **References:** *1) Welsh, C. Design: Portfolio: Self promotion at its best. Rockport. 2013.*	5%
2	Students are able to describe the ins and outs of portfolios and techniques for documenting work/assignments.	1. Students can get to know portfolios in the world of work 2. Students can sort and document their work.	**Criteria:** Activeness in class **Form of Assessment** : Participatory Activities	Discussion and Questions and Answers 3 X 50		**Material:** Portfolios in the world of work • Selecting works • Techniques for documenting physical works • Techniques for documenting works in digital format **References:** *1) Welsh, C. Design: Portfolio: Self promotion at its best. Rockport. 2013.*	5%
3	Students are able to describe the theory of self branding.	Students can describe their own self-branding theory and conceptualize self-branding to create their own portfolio	**Criteria:** -Activity in class **Form of Assessment** : Participatory Activities	Lectures, questions and answers and discussions 3 X 50		**Material:** • Definition of self branding • Elements of self branding • Examples of self branding **References:** *2) Taylor, F. How to Create a Portfolio and Get Hired: A Guide for Graphic Designers and Illustrators. Laurence King. 2013.*	5%
4	Students are able to design a moodboard or visualization of the visual style and appearance for their respective portfolio projects.	Students can design a moodboard or visualization of the visual style and appearance for their respective portfolio projects.	**Criteria:** Activeness in class, Practice **Form of Assessment** : Participatory Activities	Lectures, questions and answers and practical discussions 3 X 50		**Material:** Moodboard **Reader:** *Oldham, Craig. Oh Sh*T... What Now?. King Publishing, Laurence, 2018*	10%

5	Students can describe appropriate and appropriate media for presentations.	Students can describe media and plan media (web, PDF, work books, packaging, visual identity)	**Criteria:** - **Form of Assessment** : Participatory Activities	Lectures, discussions and questions and answers 3 X 50		**Materials:** • Digital portfolio • Physical portfolio **References:** *3) Eisenman, S. Building Design Portfolios: Innovative Concepts for Presenting Your Work. Rockport. 2008.*	5%
6	Students can describe appropriate and appropriate media for presentations.	Students can describe media and plan media (web, PDF, work books, packaging, visual identity)	**Criteria:** - **Form of Assessment** : Participatory Activities	Lectures, discussions and questions and answers 3 X 50		**Materials:** • Digital portfolio • Physical portfolio **References:** *3) Eisenman, S. Building Design Portfolios: Innovative Concepts for Presenting Your Work. Rockport. 2008.*	5%
7	Students can describe the process and can describe the stages of designing a visual identity to support the portfolio	1.Students can describe the process of designing a visual identity to support a portfolio 2.Students can describe the stages of designing a visual identity to support a portfolio	**Criteria:** In accordance with THEME **Form of Assessment** : Participatory Activities	Lecture, Question and Answer 2 X 50	see references on YouTube 1 x 50	**Materials:** • Visual identity • Portfolio support References : *2) Taylor, F. How to Create a Portfolio and Get Hired: A Guide for Graphic Designers and Illustrators. Laurence King. 2013.*	5%
8	MIDTERM EXAM	MIDTERM EXAM	**Criteria:** MIDTERM EXAM **Form of Assessment** : Test	Test 2 X 50		**Material:** Portfolio moodboard **Reader:** *Oldham, Craig. Oh Sh*T... What Now?. King Publishing, Laurence, 2018*	10%
9	Students are able to design application letters and CVs with attractive and communicative designs	1.Students can explain the application letter and curriculum vitae. 2.Students can design a cover letter with an attractive and communicative design 3.Students can design a CV with an attractive and communicative design	**Criteria:** 1.originality 2.suitability to the theme 3.CV Moodboard 4.presentation **Form of Assessment** : Participatory Activities, Practical Assessment	Lectures, Discussions, Practices 3 x 50		**Materials:** • Job application letter • CV **References:** *3) Eisenman, S. Building Design Portfolios: Innovative Concepts for Presenting Your Work. Rockport. 2008.*	5%

10	Students are able to design application letters and CVs with attractive and communicative designs	1.Students can explain the application letter and curriculum vitae. 2.Students can design a cover letter with an attractive and communicative design 3.Students can design a CV with an attractive and communicative design	**Criteria:** 1.originality 2.suitability to the theme 3.CV Moodboard 4.presentation **Form of Assessment** : Participatory Activities, Practical Assessment	Lectures, Discussions, Practices 3 x 50		**Materials:** • Job application letter • CV **References:** *3) Eisenman, S. Building Design Portfolios: Innovative Concepts for Presenting Your Work. Rockport. 2008.*	5%
11	Students are able to design application letters and CVs with attractive and communicative designs	1.Students can explain the application letter and curriculum vitae. 2.Students can design a cover letter with an attractive and communicative design 3.Students can design a CV with an attractive and communicative design	**Criteria:** 1.originality 2.suitability to the theme 3.CV Moodboard 4.presentation **Form of Assessment** : Participatory Activities, Practical Assessment	Lectures, Discussions, Practices 3 x 50		**Materials:** • Job application letter • CV **References:** *3) Eisenman, S. Building Design Portfolios: Innovative Concepts for Presenting Your Work. Rockport. 2008.*	5%
12	Students are able to create unique, interesting and communicative presentation media	Students can design unique, interesting and communicative presentation media	**Criteria:** works according to the theme, originality, communicative **Form of Assessment** : Participatory Activities, Practice/Performance	Discussion, practice 3 x 50		**Material:** presentation media **Bibliography:** *Oldham, Craig. Oh Sh*T... What Now?. King Publishing, Laurence, 2018*	5%
13	Students are able to create unique, interesting and communicative presentation media	Students can design unique, interesting and communicative presentation media	**Criteria:** works according to the theme, originality, communicative **Form of Assessment** : Practice / Performance	Discussion, practice 3 x 50		**Material:** presentation media **Bibliography:** *Oldham, Craig. Oh Sh*T... What Now?. King Publishing, Laurence, 2018*	5%
14	Students are able to present work books, digital portfolios, application letters, CVs, media presentations, job interview manners	1.Students can present work book media 2.Students can present a Digital Portfolio 3.Students can present an application letter and CV 4.Students can present Media Presentations 5.Students can present in job interviews	**Criteria:** 5 **Form of Assessment** : Participatory Activities		Discussion 3 x 50	**Material:** Portfolio **Bibliography:** *Oldham, Craig. Oh Sh*T... What Now?. King Publishing, Laurence, 2018* **Material:** CV **Library:** *3) Eisenman, S. Building Design Portfolios: Innovative Concepts for Presenting Your Work. Rockport. 2008.*	5%

15	Students are able to present work books, digital portfolios, application letters, CVs, media presentations, job interview manners	1. Students can present work book media 2. Students can present a Digital Portfolio 3. Students can present an application letter and CV 4. Students can present Media Presentations 5. Students can present in job interviews	**Criteria:** Media equipment **Form of Assessment** : Participatory Activities		Discussion 3 x 50	**Material:** Portfolio **Bibliography:** *Oldham, Craig. Oh Sh*T... What Now?. King Publishing, Laurence, 2018* **Material:** CV **Library:** *3) Eisenman, S. Building Design Portfolios: Innovative Concepts for Presenting Your Work. Rockport. 2008.*	10%
16	Students are able to present work books, digital portfolios, application letters, CVs, media presentations, job interview manners	1. Students can present work book media 2. Students can present a Digital Portfolio 3. Students can present an application letter and CV 4. Students can present Media Presentations 5. Students can present in job interviews	**Criteria:** 1. Media equipment 2. Portfolio Presentation **Form of Assessment** : Participatory Activities		Discussion 3 x 50	**Material:** Portfolio **Bibliography:** *Oldham, Craig. Oh Sh*T... What Now?. King Publishing, Laurence, 2018* **Material:** CV **Library:** *3) Eisenman, S. Building Design Portfolios: Innovative Concepts for Presenting Your Work. Rockport. 2008.*	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	75%
2.	Practical Assessment	7.5%
3.	Practice / Performance	7.5%
4.	Test	10%
		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.