



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

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Visual Brands	9034203452	Compulsory Study Program Subjects	T=1	P=2	ECTS=4.77	3	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Hendro Aryanto, S.Sn., M.Si.		Dr. Martadi, M.Sn.			Asidigisianti Surya Patria, S.T., M.Pd.	

Learning model	Project Based Learning																																																																																																					
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																					
	PLO-5	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.																																																																																																				
	PLO-6	Able to design, implement and produce graphic design work both manually and digitally.																																																																																																				
	Program Objectives (PO)																																																																																																					
	PO - 1	Have good morals, ethics and personality when participating in Visual Brand learning																																																																																																				
	PO - 2	Able to identify problems and determine actions to produce communicative Visual Brand work																																																																																																				
	PO - 3	Have knowledge of ideas and strategies to produce an effective and communicative design																																																																																																				
	PO - 4	Have the ability and sensitivity to produce work as a form of applying case studies to visual brands																																																																																																				
	PLO-PO Matrix																																																																																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-5</td> <td>PLO-6</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td></td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> </tr> </table>	P.O	PLO-5	PLO-6	PO-1			PO-2			PO-3			PO-4																																																																																							
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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Short Course Description Course to explain Visual Brand theory in developing new brands or re-branding for product brands (goods and services) and corporate brands. The study material provided starts from how to carry out a brand audit, building an identity (brand building), communicating the brand (brand communication), and activating the brand (brand activation). Lectures are delivered using discussion and literature search strategies.

References **Main :**

1. Healey, Matthew. 2010. What is Branding? RotoVision
2. Budelmann, Kevin; Kim, Yang; Curt Wozniak. 2013. Essential Elements for Brand Identity: 100 Principles for Designing Logos and Building Brands. Rockport.

		Supporters:					
		<ol style="list-style-type: none"> 1. Neumeier, Marty. 2005. The Brand Gap: How to Bridge the Distance Between Business Strategy and Design. New Riders 2. Laudon, Kenneth C. and Traver, Carol . 2015. E-Commerce 2015 (11th Edition). 3. Lockwood, Thomas. 2009. Design Thinking: Integrating Innovation, Customer Experience, and Brand Value. Allworth Press 					
Supporting lecturer		Dr. Martadi, M.Sn. Hendro Aryanto, S.Sn., M.Si.					
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	Able to understand the meaning and elements of Visual Brand	<ol style="list-style-type: none"> 1. Students can explain the meaning of Visual Brand Logo 2. Students can describe the visual elements of a brand, namely: logo, illustration, color and typography 	Criteria: Activeness in class discussions Form of Assessment : Participatory Activities, Tests	Lectures, Discussions in groups of 3 X 50		Material: Understanding Visual Brands References: Healey, Matthew. 2010. What is Branding? RotoVision <hr/> Material: Visual Brand Elements Reference: Healey, Matthew. 2010. What is Branding? RotoVision	5%

2	Able to design a logo and infographics	Students can design a logo and infographics	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Creativity 3.Conformity with the provisions of the question 4.Neatness <p>Form of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 1: Determining Basic Questions Lecturer asks: Develop design concept Students respond to lecturer's statement. The lecturer asks: Design an MSME logo and then apply it to an infographic. Students create a visual content design.</p> <p>Phase 2: Develop a project plan. Develop a schedule. The lecturer makes an agreement on the deadline for submitting the project. Students prepare a timeline for completing the project.</p> <p>Phase 3: Develop a schedule . The lecturer makes an agreement on the final deadline for submitting the project. Students develop a timeline for completing the 3 X 50 project</p>	<p>Material: Elements and principles of logos</p> <p>References: <i>Budelmann, Kevin; Kim, Yang; Curt Wozniak. 2013. Essential Elements for Brand Identity: 100 Principles for Designing Logos and Building Brands. Rockport.</i></p>	5%
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3	Able to design a logo and infographics	Students can design a logo and infographics	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Creativity 3.Conformity with the provisions of the question 4.Neatness <p>Form of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit of 3 X 50</p>		<p>Material:</p> <p>Elements and principles of logos</p> <p>References:</p> <p><i>Budelmann, Kevin; Kim, Yang; Curt Wozniak. 2013. Essential Elements for Brand Identity: 100 Principles for Designing Logos and Building Brands. Rockport.</i></p>	5%
4	Able to design a logo and infographics	Students can design a logo and infographics	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Creativity 3.Conformity with the provisions of the question 4.Neatness <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	<p>Practicing Studio Project Based Learning, Discussion in groups</p> <p>Phase 5: Testing the Results Students explain and present the results Lecturer accuracy of the interface on the media</p> <p>Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set. Lecturer gives students time to reflect and revise the project Lecturer provides suggestions and input on the 3 X 50 project</p>		<p>Material:</p> <p>Elements and principles of logos</p> <p>References:</p> <p><i>Budelmann, Kevin; Kim, Yang; Curt Wozniak. 2013. Essential Elements for Brand Identity: 100 Principles for Designing Logos and Building Brands. Rockport.</i></p>	10%

5	Able to design a poster design	<p>1.Students can explain the meaning of poster design</p> <p>2.Students can design a poster design</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Creativity 3.Conformity with the provisions of the question 4.Neatness <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment, Portfolio Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 1: Determining Basic Questions Lecturer asks: Develop design concept Students respond to lecturer's statement. The lecturer asks: Design an MSME poster and then apply it to an infographic. Students create a visual content design.</p> <p>Phase 2: Develop a project plan. Develop a schedule. The lecturer makes an agreement on the deadline for submitting the project. Students prepare a timeline for completing the project.</p> <p>Phase 3: Develop a schedule . The lecturer makes an agreement on the final deadline for submitting the project. Students create a timeline to complete the 3 x 50 project</p>	<p>Material: Poster Design Library: <i>Lockwood, Thomas. 2009. Design Thinking: Integrating Innovation, Customer Experience, and Brand Value. Allworth Press</i></p>	5%
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6	Able to design a poster design	<p>1.Students can explain the meaning of poster design</p> <p>2.Students can design a poster design</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Creativity 3.Conformity with the provisions of the question 4.Neatness <p>Form of Assessment :</p> <p>Participatory Activities, Portfolio Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit of 3 x 50</p>		<p>Material: Poster Design</p> <p>Library: <i>Lockwood, Thomas. 2009. Design Thinking: Integrating Innovation, Customer Experience, and Brand Value. Allworth Press</i></p>	5%
7	Able to design a poster design	<p>1.Students can explain the meaning of poster design</p> <p>2.Students can design a poster design</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Creativity 3.Conformity with the provisions of the question 4.Neatness <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 5: Testing Results Students explain and present results Lecturer accuracy of interface on media 3 x 50</p>		<p>Material: Poster Design</p> <p>Library: <i>Lockwood, Thomas. 2009. Design Thinking: Integrating Innovation, Customer Experience, and Brand Value. Allworth Press</i></p>	5%
8	Able to design a poster design	<p>1.Students can explain the meaning of poster design</p> <p>2.Students can design a poster design</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Creativity 3.Conformity with the provisions of the question 4.Neatness <p>Form of Assessment :</p> <p>Portfolio Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set. Lecturer gives students time to reflect and revise the project. Lecturer provides suggestions and input on the project 3 x 50</p>		<p>Material: Poster Design</p> <p>Library: <i>Lockwood, Thomas. 2009. Design Thinking: Integrating Innovation, Customer Experience, and Brand Value. Allworth Press</i></p>	10%

9	Able to design stationary and merchandise	Students can design stationary and merchandise	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Creativity 3.Conformity with the provisions of the question 4.Neatness <p>Form of Assessment : Participatory Activities</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 1: Determining Basic Questions Lecturer asks: Develop design concept Students respond to lecturer's statement.</p> <p>Phase 2: Develop a project plan. The lecturer gives students time to design the design concept. Students create visual content designs .</p> <p>Phase 3: Develop a schedule. The lecturer makes an agreement on the final deadline for submitting the project. Students create a timeline to complete the 3 x 50 project</p>		<p>Materials: Stationary and merchandise</p> <p>Readers: <i>Budelmann, Kevin; Kim, Yang; Curt Wozniak. 2013. Essential Elements for Brand Identity: 100 Principles for Designing Logos and Building Brands. Rockport.</i></p>	5%
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11	Able to design stationary and merchandise	Students can design stationary and merchandise	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Creativity 3.Conformity with the provisions of the question 4.Neatness <p>Form of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 5: Testing the Results Students explain and present the results of the lecturer, accuracy of the interface on the media</p> <p>Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set. The lecturer gives the students time to reflect and revise the project. The lecturer provides suggestions. and input on the 3 x 50 project</p>		<p>Materials: Stationary and merchandise</p> <p>Readers: <i>Budelmann, Kevin; Kim, Yang; Curt Wozniak. 2013. Essential Elements for Brand Identity: 100 Principles for Designing Logos and Building Brands. Rockport.</i></p>	10%
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12	Able to design sales stands and x-banners	Students can design sales stands and x-banners	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Creativity 3.Conformity with the provisions of the question 4.Neatness <p>Form of Assessment : Participatory Activities</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 1: Determining Basic Questions Lecturer asks: Develop design concept Students respond to lecturer's statement.</p> <p>Phase 2: Develop a project plan. The lecturer gives students time to design the design concept. Students create visual content designs .</p> <p>Phase 3: Develop a schedule. The lecturer makes an agreement on the final deadline for submitting the project. Students create a timeline to complete the 3 x 50 project</p>		<p>Material: sales stand and x-banner Reader: Neumeier, Marty. 2005. <i>The Brand Gap: How to Bridge the Distance Between Business Strategy and Design. New Riders</i></p>	5%
13	Able to design sales stands and x-banners	Students can design sales stands and x-banners	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Creativity 3.Conformity with the provisions of the question 4.Neatness <p>Form of Assessment : Participatory Activities</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit of 3 x 50</p>		<p>Material: sales stand and x-banner Reader: Neumeier, Marty. 2005. <i>The Brand Gap: How to Bridge the Distance Between Business Strategy and Design. New Riders</i></p>	5%

14	Able to design sales stands and x-banners	Students can design sales stands and x-banners	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Originality 2.Creativity 3.Conformity with the provisions of the question 4.Neatness <p>Form of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 5: Testing the Results Students explain and present the results of the lecturer, accuracy of the interface on the media</p> <p>Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set. The lecturer gives the students time to reflect and revise the project. The lecturer provides suggestions. and input on the 3 x 50 project</p>		<p>Material:</p> <p>sales stand and x-banner</p> <p>Reader:</p> <p><i>Neumeier, Marty. 2005. The Brand Gap: How to Bridge the Distance Between Business Strategy and Design. New Riders</i></p>	5%
15	Able to present design work in a presentation as a form of accountability	Students can present their design work in a presentation as a form of accountability	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Presentation creativity 2.Neatness of presentation <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	<p>Presentation Studio Practice 3 x 50</p>		<p>Material:</p> <p>Visual Brand Presentation</p> <p>Reference:</p> <p><i>Neumeier, Marty. 2005. The Brand Gap: How to Bridge the Distance Between Business Strategy and Design. New Riders</i></p>	5%
16	Able to present design work in a presentation as a form of accountability	Students can present their design work in a presentation as a form of accountability	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Presentation creativity 2.Neatness of presentation <p>Form of Assessment :</p> <p>Project Results Assessment / Product Assessment</p>	<p>Presentation Studio Practice 3 x 50</p>		<p>Material:</p> <p>Visual Brand Presentation</p> <p>Reference:</p> <p><i>Neumeier, Marty. 2005. The Brand Gap: How to Bridge the Distance Between Business Strategy and Design. New Riders</i></p>	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	32.5%
2.	Project Results Assessment / Product Assessment	50%
3.	Portfolio Assessment	15%
4.	Test	2.5%
		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** 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.
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.